DOCUMENT RESUME

ED 420 594 SO 028 822

TITLE	Personal Economics: Guide for Consultants and Teachers [and] Student Materials.
INSTITUTION	Junior Achievemnt, Inc., Colorado Springs, CO.
PUB DATE	1995-00-00
NOTE	124p.; For other "Junior Achievement" guides, see SO 028 815-823.
AVAILABLE FROM	Junior Achievement, Inc., One Education Way, Colorado Springs, CO 80906.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Active Learning; Careers; *Decision Making; *Economics; *Economics Education; Instructional Materials; Intermediate Grades; Junior High Schools; Macroeconomics; Microeconomics; Middle Schools; Social Studies; Teaching Guides
IDENTIFIERS	Junior Achievement

ABSTRACT

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Middle Grades Program of Junior Achievement, Inc. The booklets help students assess their personal skills and interests, explore career options, learn job-hunting skills, and discover the value of an education. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "First Impressions"; (2) "What Are My Strengths?"; (3) "Job Shuffle"; (4) "Keys to My Success"; (5) "Getting Your Foot in the Door"; (6) "Stepping Inside"; (7) "Personal Budgeting"; (8) "Family Finances"; (9) "Setting Financial Goals"; (10) "Spending Wisely"; (11) "Using Credit Wisely"; and (12) "Putting It Together (Review Activity)." The student materials are accompanied by a teacher guide, pre and post tests, ongoing activities, game cards, a student booklet, and a "Certificate of Achievement." (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 420 594

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

RICHARD VAN SCOTTER

2A

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Junior Achievement®

Guide for Consultants and Teachers

PERSONAL ECONOMICS™

Copyright · 1995
Junior Achievement Inc.
Colorado Springs, Colorado

The text of this publication, or any part thereof, may not be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, storing in an information retrieval system, or otherwise except in the course of conducting a registered Junior Achievement class or with the permission of the publisher.

Printed in the United States of America
97 96 10 9 8 7 6 5 4 3 2

SO 028 822

TABLE OF CONTENTS

Introduction

Foreword 1
Program Overview 2
Program Materials 3
Preparing for Class 4
Background 6

Activity Plans

1. First Impressions 9
2. What Are My Strengths? 13
3. Job Shuffle 16
4. Keys to My Success 19
5. Getting Your Foot in the Door 23
6. Stepping Inside 27
7. Personal Budgeting 30
8. Family Finances 33
9. Setting Financial Goals 37
10. Spending Wisely 40
11. Using Credit Wisely 44
12. Putting It Together (review activity) . . . . . Materials Envelope

Foreword

Junior Achievement Inc. is a not-for-profit organization financed by over 100,000 businesses, foundations, and individuals. The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

Since its founding in 1919 by Horace A. Moses, president of Strathmore Paper Company (Springfield, Massachusetts), Junior Achievement has contributed to the business and economics education of young people in 3,300 communities in the United States and other countries. In the United States, over 57,000 volunteers present Junior Achievement programs each year.

Junior Achievement programs for kindergarten through grade 12 include the following:

- **The Elementary School Program** is an economics and business curriculum for students in kindergarten through grade six. Participants learn about the roles they play as individuals, workers, and consumers. Through lively discussions and activities, the students discover how basic economic concepts apply to their lives today and in the future. Like Junior Achievement's other programs, the Elementary School Program is presented by Junior Achievement volunteers, with support from classroom teachers.

- **The Middle Grades Program** is an in-school, economics and business curriculum for seventh-, eighth-, and ninth-grade students. It is organized around three major themes: Personal Economics, Enterprise in Action, and The International Marketplace. A business volunteer, who is a role model for the students, presents eight to 10 activities on one theme.

- **Economics** is an in-school, one semester course introducing economics to high school sophomores, juniors, and seniors. The students use a textbook, a study guide, and computer software developed and produced by Junior Achievement. Theoretical concepts are enriched by the experience of organizing and operating a "student company," by a computer management simulation, and by weekly visits from a business volunteer.

- **The Company Program**, the original Junior Achievement program, provides high school students with practical business experience through the organization and operation of a business enterprise. With the assistance of business volunteers, the students gain insights into the complexities and rewards of the American economic system.

- **The Company Masters Program** provides an opportunity for students to extend their Junior Achievement learning experience. Through a simulation, students solve business problems and develop business leadership skills.

All Junior Achievement programs are field tested in classrooms and updated in response to comments from teachers, students, and consultants. Each program is evaluated by an independent research firm. The results of these evaluations are used to revise and improve the instructional materials.

Junior Achievement Inc.
One Education Way
Colorado Springs, CO 80906

Program Overview

Students in Junior Achievement's program for grades seven through nine learn fundamental economic ideas and discover how businesses operate in the United States and in international markets. They also explore career interests and opportunities. Each week, for eight to 10 weeks, business volunteers serve as role models, they lead discussions and engaging activities, and they enrich the program with their own experiences and business knowledge.

The volunteers present activities from one of three themes. The materials for each theme are packaged in a kit that contains detailed activity plans; informative workbooks for students; and additional materials to ensure a successful experience for students, teachers, and volunteers.

The Middle Grades Program is part of Junior Achievement's sequential curriculum for grades kindergarten through 12, helping students understand their economic world and preparing them for academic learning and lifelong achievement.

Personal Economics

Personal Economics helps students assess their personal skills and interests, explore career options, learn job-hunting skills, and discover the value of an education. They also learn about budgets, personal and family financial management, and the use and abuse of credit.

Enterprise in Action

Enterprise in Action helps students understand the principal characteristics of the United States economic system and the role of business in it. The activities are designed to reinforce economic concepts taught in U.S. history, state history, and civics courses. Students learn the steps in organizing a business and producing and marketing a product. They also study the social responsibilities of business and the role of government in the U.S. economy.

The International Marketplace

The International Marketplace helps students appreciate how they are connected, through trade, to people and cultures throughout the world. The activities are designed to reinforce economic concepts taught in world history and geography courses. The program begins with a focus on the resources of selected countries and how they impact cultures, governments, and economic systems. The focus then turns to the benefits of international trade and important international economic issues.

Dear Consultant,

Thank you for presenting Personal Economics to the students in your community. As a business volunteer, you are an important role model. In fact, you may be the only business person with whom many of the students interact regularly.

We know that presenting Personal Economics will be a challenging but rewarding experience for you. And because of your time and effort, your students will better understand their opportunities in the U.S. free enterprise system.

We strongly encourage you to meet with the teacher and visit the classroom before your first presentation. This visit will help you assess the students' needs and tailor your presentations to meet the program's and the teacher's objectives.

The Personal Economics kit contains detailed activity plans and the other materials you will need to get started. As you gain experience and confidence, you will discover other ways to organize your presentations and adapt activities to complement your experiences and your students' needs and interests. We encourage you to be flexible and creative:

- Flexibility–You have received 12 activities for an eight- to 10-week program. Further, each activity has several parts and might require more than one session to present. Select the eight to 10 activities that you and the teacher agree are most important.
- Creativity–The activities are organized around core concepts that are important to teach, but Personal Economics will be most effective if you are able to relate the activity to your personal experiences and to those of the students. A presentation outline follows each activity to help you adapt it to your style.

The Middle Grades Program is evaluated and revised regularly in response to comments from teachers and consultants. Send us your own ideas on the feedback form included with your materials.

Program Materials

Each kit contains the materials you will need to successfully conduct the program. Please review all of the materials, and call your local Junior Achievement office if your kit is incomplete.

Guide for Consultants and Teachers

Each kit contains two guides. Be sure to give the second copy to the teacher. The guide's features are designed to keep your preparation time minimal.

Background–These two pages summarize the core concepts presented in the activities.

Activity Plans

Overview–A summary of the activity helps consultants and teachers quickly choose among Personal Economics' 12 activities to tailor the program for the students.

Objectives–Learning outcomes state the skills and knowledge the students will gain from each activity.

Preparation–Tips for getting ready for each session are provided here.

Materials–This section lists the materials needed for the activity. Supplementary materials may not be provided.

Presentation–This detailed script guides consultants through the activity and discussion, ensuring a smooth presentation of objectives. Margin notes suggest alternative strategies and give recommended time guidelines for a typical 45-minute session. These times may be unrealistic for your situation, so plan accordingly.

Summary and Review–Consultants are encouraged to reemphasize objectives before concluding each session.

Life Skills–These brief follow-up activities offer students opportunities to apply concepts and skills presented in the activity. Sometimes they introduce related topics. They may be presented by either the consultant or the teacher, as time allows.

Presentation Outline–An outline follows the detailed activity plan to encourage consultants to add personal notes, outside enrichments, and spontaneity, while accomplishing the activity's objectives. Consultants who are comfortable with the structure of the activity can follow the outline as they lead the activity.

Student Manual

Your Personal Economics kit contains one student manual, *Making Cents*, for each student. Ideally, these manuals should be kept in the classroom between your presentations. Its exercises are tied closely to the activity plans and Life Skills exercises. Answer keys to the exercises are given with the activity plan in your guide. A glossary at the back of the manual contains key vocabulary used in the program.

Ongoing Activities

Included in your kit are ideas for activities that can span several class sessions. Review these materials early in the program.

Certificates

Certificates of Achievement for the students have been included in the kit to recognize their participation in the program. You will need to obtain an up-to-date class list from the teacher in order to complete the certificates. Please make sure you have signed each certificate and correctly spelled each student's name.

Plan with the teacher for the most effective way to distribute the certificates, and encourage the students to show them to their families.

The Economics of Staying in School

The Middle Grades Program also makes available a component that may address a specific need in your class. The Economics of Staying in School comprises several activities to help students understand the costs of leaving school early and the benefits of obtaining an education.

To preview the materials or obtain a copy for use in your classroom, contact your local Junior Achievement office.

Field Trip

As a culminating activity, many consultants choose to take the students on a field trip to their places of business to emphasize the importance of being ready for the workforce.

Preparing for Class

Schedule a class visit and planning session with the teacher. Both visits will help you to determine the school's particular goals and objectives for the program and to learn the students' interests or needs. Discuss your program objectives with the teacher, and ask him or her about activities the students enjoy the most, their general abilities, and tips for classroom management.

Observing the Students

When you visit the classroom, remember what it was like to be a teenager. What were your interests? What occupied your thoughts and time? How did you feel about yourself? How did you feel about adults? What were your friends like? Who were your favorite teachers? Why? How were you and your friends the same? How were you different?

It's true times have changed since you were in school, and so have the students. But not as much as you might think! If you take a few moments to answer these questions, you will be well on your way to understanding many of the young men and women in your class.

- How many students are there? Knowing this will help you decide how to divide the class for small group activities.
- How does the teacher encourage participation? Do the students raise their hands? How does the teacher handle interruptions?
- What does the teacher do to make each student feel important and at ease? Is there anything you would do differently?
- Does the classroom have a clock, or will you need to bring a watch?
- Where can you display visuals? Will you need tape or push pins to display them?
- How is the room arranged? Will you need to move desks or chairs for any part of your presentation?
- Will you be able to count on the teacher's help? Do you see any potential problems with your presentation or with the class? Try to discuss your observations with the teacher.

The most striking aspect of your class will be the wide variation in student ability, maturity level, and interests. In fact, you will quickly discover that your students have critical social, personal, and academic needs. That is one good reason for you to approach the students with sincerity and respect. Learn their names, and compliment them to encourage their participation. When appropriate, award prizes such as cookies or candy (if permitted) or novelty items imprinted with your firm's logo. Finally, relate the activities to their current and future needs; personalize everything!

Meeting With the Teacher

While you have the primary responsibility for presenting the program, the teacher is crucial to the program's success. Give the teacher the second copy of the Guide for Consultants and Teachers and Personal Economics Survey from your kit. Together with the teacher, scan the overview and objectives for each activity and determine which activities are most appropriate for the students.

Ask the teacher:

- To describe the students' interests and abilities.
- To give you ongoing feedback on how to communicate effectively with the class.
- To review or introduce concepts to prepare the students for your visits.
- To stay in the classroom during your presentations to assist and discipline the students, when needed.
- To explain school policies and communicate any schedule or calendar changes to you. (Be sure to exchange phone numbers should either of you need to contact the other outside of class.)
- To help you acquire audiovisual equipment, if needed, and assist with field trip plans, when appropriate.

Reviewing the Activities

After you have observed the students and met with the teacher, you will have the background knowledge you will need to prepare presentations tailor-made for your class. The steps that follow may further help you plan your visits.

1. Read each activity plan and related student manual exercises.

2. Review the objectives. Do they complement your goals?

3. Read the preparation requirements. Will you have enough time to gather the materials? Do you need time to study the economics or business concepts you will present?

4. Visualize yourself presenting the activities. Decide whether the presentations need to be modified to suit your style.

5. Are the activities too short or too long? Each activity has several components and the recommended times may be unrealistic for you. Overplan—that is, prepare to teach entire activities—but know how you can abbreviate an activity, if needed.

6. How can you enrich activities by drawing on your own experiences? Develop examples that are relevant to your class. Write your ideas on the presentation outlines that follow the activities.

Teaching Techniques

- Arrive early, but don't interrupt the class in session.
- Wear your business attire.
- Be enthusiastic and friendly. Use the students' names. They will consider this a sign of respect and personal interest. Reusable table tents on which the students can write their names are included in each kit.
- Be yourself. Tell the students about your early aspirations and how you got your current job. Don't let any skepticism or indifference from the students dampen your enthusiasm.
- Don't lecture for more than five to 10 minutes, and review the main points you wish to make. Use examples from your own experiences or from those of the students, and avoid any use of ethnic or gender stereotypes.
- Invite questions from the students and ask them questions to keep them involved and active. Give clues if the students don't respond, but don't answer your own questions. Try to involve as many students as possible, and occasionally call on students who have not raised their hands.
- Use language the students can understand, but don't talk down to them.
- Never criticize a student's questions. All questions deserve an honest response. If you don't know an answer, say so and offer to find the answer.
- Avoid criticizing or rejecting wrong answers from the students. Instead, continue to guide students to the answer by clarification.
- Give general instructions before dividing the class into small groups.
- Circulate among small groups to answer questions and make sure the students are on task.
- Know the school's policies regarding visitors.
- Seek the teacher's advice; respect the teacher's authority and expertise in the classroom.
- Leave discipline to the teacher.
- Tailor your presentation to meet the needs of the students and the teacher.
- In any contact with students be sure the teacher, another school-sanctioned adult, a local Junior Achievement staff person, or the student's parent or guardian is present.
- Review the above tips often. But know that you'll be remembered because you cared about, were prepared for, and shared with the students.

Background

Many teens are now working or are seeking their first jobs. Generally, they have little conception of how the skills and experience they gain now will influence their choices of careers later.

But they see clearly the advantages to earning money. Teens in the United States spend, on average, more than $25 a week on themselves or on friends (not including what their families spend on them for clothing, cosmetics and toiletries, car insurance, and much more). In total, teens spend more than $60 billion a year! That's a lot of buying power!

With power comes responsibility, and Personal Economics encourages the students to take responsibility for themselves and their futures. But as teens face the freedom to choose careers and spend the money they earn, they need advice. They need to see the connection between their interests and skills and the jobs they choose now and in the future. Or, more importantly, they need to see the connection between what they learn and the jobs available to them.

With the money they earn, teens need to be aware of budgeting, saving, and investing. They confront consumer issues daily, such as advertising, but they may be unaware of how such issues influence their decisions to save or spend. And they need an understanding of the use and abuse of credit.

Choosing a Career

With more than 20,000 types of jobs available, many teens feel overwhelmed by the thought of choosing and preparing for a career. Fortunately, there is a systematic approach to career exploration that most professionals accept.

- Teens are aware of peer pressure and how it affects their behavior. Similarly, they need to be aware of the importance of attitudes and behaviors in the workforce. What they think about themselves–what they convey to others about themselves–affects their ability to achieve their goals. *First Impressions* introduces the students to this realization.

- Identifying one's interests, abilities, and goals is the first step in career planning. Professional guidance services, both in and outside of school, assist young people in this process. *What Are My Strengths?* helps the students begin this process. It also offers the students the opportunity to complete a life map, determining how the events in their lives thus far have influenced their interests and the decisions they have made.

- Virtually all occupations fall within groups or "clusters." Having identified their interests and aptitudes, the students' next step in career exploration is to investigate the clusters consistent with their interests, abilities, and goals. *Job Shuffle* helps the students learn some of the questions to ask when evaluating careers.

- After settling on a particular cluster, the students must determine what training and/or schooling would be required to qualify for employment. *Keys to My Success* discusses planning for one's future education needs, determining what lies ahead in high school, technical/vocational programs, two-year and four-year colleges, and advanced education. This particular activity is ideally suited to a cooperative approach, engaging the services of the school counselor or librarian who may be able to provide additional resources.

- *Getting Your Foot in the Door* and *Stepping Inside* are two activities that provide opportunities to discuss the process of entering the workforce–hunting for possible jobs, filling out applications, compiling résumés, and interviewing for jobs.

- Of course, there's no substitute for going into the workplace to ask questions. If possible, a field trip to your firm might help these young people better understand the skills and training needed for a particular job while helping them practice important interviewing techniques.

Budgeting and Planning for the Future

Fundamental to economics is the concept of scarcity. Since there is never enough of everything to go around, individuals must pick and choose from among the available alternatives. Like everyone else, young consumers soon learn that their wants far exceed their resources. Thus, even now, students are introduced to the need for financial planning. While their plans differ, their purpose will remain the same—allocating income to maximize benefits.

Personal and household budgets summarize sources of income and anticipated expenses. When expenses exceed income, a written financial plan provides a convenient tool to assist consumers in identifying the available alternatives. The budgeting process involves trade-offs in which consumers forgo one product in order to obtain another.

There are any number of ways to plan a budget. Whatever the format, however, the process of preparing a financial plan should consider

- long- and short-range goals,
- an estimate of income over the budget period, and
- a plan for saving and spending.

Personal Budgeting, *Family Finances*, and *Setting Financial Goals* all can be used to help students understand the budgeting process. In particular, the activities emphasize the importance of saving. They also emphasize how to determine what one's future financial goals are and how to get there through prudent saving and investing.

Smart Shoppers

How consumers spend their income has a direct effect on their standard of living. To get the most for their money, wise consumers

- know what they need and want,
- study the products available to make intelligent choices,
- comparison shop, and
- know the advantages and disadvantage to using credit.

Spending Wisely and *Using Credit Wisely* introduce the students to smart-shopping strategies.

Activity Sequences

Personal Economics is a sequential program; the activities build from one to the next. However, the program does allow for some variations based on the students' ability levels, the number of activities presented, and the length of time available for each presentation. Following are two possible sequences. Of course, you and the teacher are free to develop your own sequence based on your interests and the needs of the students.

Standard Sequence	Enriched Sequence
First Impressions	**First Impressions**
What Are My Strengths?	**What Are My Strengths?** Life Skills–The Life Map
Job Shuffle	**Job Shuffle** Life Skills–Career Evaluations
Getting Your Foot in the Door	**Getting Your Foot in the Door** Life Skills–Résumé Writing
Stepping Inside	**Stepping Inside**
Personal Budgeting	**Family Finances**
Family Finances Life Skills–Write Checks Right	**Setting Financial Goals** Life Skills–A Penny Earned
Spending Wisely Life Skills–Making a Good Buy	**Spending Wisely** Life Skills–Making a Good Buy
Using Credit Wisely	**Using Credit Wisely**
Putting It Together (see Materials Envelope)	**Putting It Together** (see Materials Envelope)

The Life Skills activities listed here have accompanying pages in the student manual, *Making Cents*.

FIRST IMPRESSIONS

OVERVIEW

The students are introduced to the program through an activity that reveals the importance of making a good first impression. They practice making personal introductions.

OBJECTIVES

The students will:

- ▲ discover the connection between making good first impressions and establishing strong personal and professional relationships and
- ▲ greet a business person politely and with confidence.

PREPARATION

This activity assumes that you have already visited the class once to observe and to introduce yourself. If not, you may need to modify the activity to allow the students time to get to know you.

Obtain brochures, an annual report, sample products, or other resources you can use to describe your job or firm to the students. Providing an inexpensive promotional item such as a pencil with your firm's logo is always appreciated by the students.

Discuss your opening strategy with the teacher so that he or she is able to introduce you to the students at the appropriate time. Also, be prepared to use the Life Skills–Pleased to Meet You, if needed.

Once you are comfortable with the activity, you may wish to use the outline that follows it to help you prepare.

MATERIALS

- Getting to Know You cards (Materials Envelope)
- One of your business cards for each student (optional)
- Table tents (optional)
- Pens or pencils, markers (not in kit)
- *Making Cents*

PRESENTATION

Introduction

Greet the students in a friendly, yet professional manner as they arrive at class:

- ▲ Smile and speak in a calm, pleasant tone.
- ▲ Maintain eye contact.
- ▲ Give your name, and ask each student his or her name.
- ▲ Explain you will be working with the class today and for several weeks.
- ▲ Give each student your business card, if you have cards available.

15 minutes

Don't be surprised if students are startled by your formal, businesslike manner. And don't try to greet all students in this manner; you won't have enough time. Also, parts of the approach offered here may be inappropriate if you or some of the students have physical disabilities or are from different cultures.

Distribute the table tents and markers to the students and ask them to write their first names on them in large block letters.

Once the students are settled in their seats, give the teacher an opportunity to introduce you to the students. Then describe aspects of your school or college years or work experience you feel will interest the students.

Describe your job, and help the students visualize what your daily routine is like. If appropriate, distribute brochures or sample products from your business.

As you introduce yourself and the program, you may wish to distribute *Making Cents* and have the students complete the Letter Home.

After you complete your introduction, ask the students:

- How did my greeting you at the door make you feel? Uncomfortable? Surprised?

  Encourage the students to respond.

- How do you greet your friends?

  Ask two students to demonstrate a friendly greeting.

You might want to role play alternative greetings for people from other cultures or people with physical disabilities.

- How are our greetings different? With which one are you most comfortable?

  Most likely they will choose the greeting used among peers.

- Do you greet adults differently? Why?

  Encourage the students to realize that greetings change depending on circumstances and the people involved.

Demonstrate how someone can make a poor first impression. Exaggerate your behavior as you look at the floor, slouch, turn sideways, and grunt, "Hey." Or relate from personal experience a first impression you made that didn't go well, then discuss with the class what you should have done.

Explain to the students that people often judge others based on their first impression–the greeting and the handshake. In fact, the success of friendships or even business agreements may depend heavily on that first impression.

Ask the students to name personal situations affected by first impressions:

Meeting new friends	Getting a babysitting job
Running for student council	Joining an athletic team

You may choose to have the students read First Impressions Make Lasting Impressions on page 2 of *Making Cents*. Or you may save it for the Life Skills activity.

Ask the students to name work situations affected by first impressions:

Meeting a customer	Making a presentation
Interviewing for a job	Negotiating a contract

Tell the students that you chose to greet them earlier as you greet people in your work; i.e., politely, with respect, and with the confidence that your time with them will be well spent. Tell the students you are looking forward to being with them each week.

15 minutes

Activity–Getting to Know You

Logo Crosswits on page 3 of Making Cents is a fun way to show the impact of logos and slogans on consumers.

Encourage the students to refer to your business card, if you distributed it to them. Briefly discuss the elements of a business card (e.g., name, title, firm name and logo, etc.) and explain why each is important. Explain that people hand out their business cards to make introductions easier, promote themselves, and publicize their businesses.

Next, explain that you want to get to know them too. Distribute a Getting to Know You card to each student. Explain that just as you gave each of them a business card, you want them to give you theirs.

First, have the students answer the questions for Getting to Know You on the front of the card. Then ask them to think about their current interests. On the back of the card have them design their own logo and personalize the card to illustrate their interests.

When the students have finished, have them introduce themselves to you and hand you their cards. Shake their hands firmly and say, "I look forward to working with you."

As an alternative, have the students design a logo and business card for a job they have or would like to have.

You also could collect the cards and read them aloud to the class. Then the students could guess who said what.

Discussion

10 minutes

Explain to the students what Junior Achievement is and the role you will play as a consultant. (See the Foreword and Program Overview in this guide.) Add that during your next few weeks with them, you will help them assess their personal skills and interests, explore careers, practice job-hunting skills, and discover the importance of education in attaining their career goals.

Further explain that you will be discussing personal budgeting, using a bank, saving and investing, being a wise consumer, and using credit wisely. You will address goal setting, time management, team building, and personal decision making. Emphasize that all of these topics are part of personal economics.

Summary and Review

5 minutes

Remind the students that sometimes the little things matter most–a firm handshake, a smile, a pleasant sounding voice, or direct eye contact. Such etiquette, particularly in a business setting, shows confidence, competence, and respect for others. Tell them that making a good first impression helps them to feel good about themselves too.

Preview next week's activity. Ask the students to contact one or more adults–teachers, parents, coaches, clergy, neighbors, etc.–to find out what they did to prepare for the careers they have today.

Before you leave, make sure you distribute *Making Cents*. Have the students remove the Letter Home and complete it. Encourage them to show the letter to their families. Be sure to collect the table tents, Getting to Know You cards, and student manuals.

Answers to Crosswits, p. 3

```
  HEWLETTPACKARD  K
  A       R   T  K M
WILSON    U MOTOROLA
  L  IBM  D      D R
  M  K  KELLOGG  A T
  A  E    N      K
FORD      T
  K  C  DISNEY C
     H  A    O
 GENERALELECTRIC H A
     Y          A O P
  PEPSI         C N P
  B  L          O D L
  S DELTA     COLGATE
     R          A
```

LIFE SKILLS–Pleased to Meet You

Later in the program the students will learn about the Secretary's Commission on Necessary Skills (SCANS) and the competencies, skills, and personal qualities needed for solid job performance. Still, you can begin now by having the students work on such interpersonal skills as assisting and working well with others and being sociable. Have the students practice introducing themselves to each other. As they do, ask them to note things they did right or wrong. Make a list of tips on the chalkboard or on an overhead transparency. When everyone is done, have the students read First Impressions Make Lasting Impressions on page 2 of *Making Cents*, then compare their list with the reading.

PRESENTATION OUTLINE—First Impressions

I. Introduction

A. Greet the students as they arrive. Hand out your business card.

B. Describe yourself, Junior Achievement, and your school/work experience.

C. Ask students to describe personal and professional situations in which first impressions are important.

II. Activity—Getting to Know You

A. Students design personal or business cards for themselves.

B. Students introduce themselves to you.

III. Discussion

A. Describe the personal economics topics you will be presenting: career planning, banking and budgeting, use of credit, time management, etc.

IV. Summary and Review

A. Emphasize the importance of first impressions.

B. Preview next week's activity. Ask the students to talk to adults about career planning.

V. Life Skills—Pleased to Meet You

A. Students practice introducing themselves to each other.

B. Students read First Impressions Make Lasting Impressions on page 2 of *Making Cents*.

WHAT ARE MY STRENGTHS?

OVERVIEW

The students discover how personal interests and skills or strengths relate to various careers. They realize their education choices today will affect their career choices in the future.

OBJECTIVES

The students will:

- identify two special personal interests and two special skills or strengths they believe they possess,
- identify two career options that would require the use of one or more of their special interests or skills, and
- explain how career choices made today can have consequences now and in the future.

PREPARATION

Fill out the Career Interest Inventory and What Are My Strengths? in *Making Cents* and be prepared to share them with the students. You might consider putting them on overhead transparencies so students can follow along as they complete their own.

Keep in mind that this activity requires students to be introspective; it offers you and, especially, the teacher the chance to work with students individually during or after class.

Be prepared to use the brief follow-up, Life Skills–The Life Map, if needed. Be sure to review the Life Map instructions in *Making Cents*, and design a Life Map for yourself to share with the students.

Once you are comfortable with the activity, you may wish to use the outline that follows it to help you prepare.

MATERIALS

- *Making Cents*
- Table tents (optional)
- Pens or pencils (not in kit)
- Overhead transparencies (not in kit)

PRESENTATION

Introduction

5 minutes

Greet the students and tell them you are glad to be back. Remind them that last time they learned the importance of making a good first impression, whether building friendships or developing business relationships. Today they will learn about their personal interests and skills or strengths and match them to requirements in the workforce.

If you plan to complete the Life Skills portion during this session, consider mentioning the Life Map here as a goal for the activity.

Activity–Wanna Be

Distribute *Making Cents* and have the students turn to the Career Interest Inventory on page 4. Read the instructions aloud, and give the students about 10 minutes to complete the page.

Circulate through the room to help the students fill out their inventories. If you have done so on an overhead transparency, display it and describe how you did it.

Be sure to point out how your own career does or does not match the scores at the bottom and reasons why.

When the students have finished, ask them:

- How many had a high score in A? B? C? D? E? F?
- Did the inventory identify careers that match your personal interests or skills?
- In the list of careers, which one is your favorite? Is it in your highest category?
- Do you agree with the results of the inventory? Why or why not?
- Based on the inventory, can you identify two personal interests or skills?

Circulate through the room offering help to the students. Again, if you made an overhead transparency of What Are My Strengths? show it to the students.

Next, have the students turn to page 5 of *Making Cents* and give them about 10 more minutes to complete What Are My Strengths?

Once you call time, individually ask a few students:

- Can you name two occupations that require the skills you have?
- Can you identify what type of education those jobs require?

After reviewing What Are My Strengths? with the students, encourage them to talk with their families, friends, and teachers about their answers. The students may gain some valuable insight into themselves.

5 minutes

Discussion

Explain to the students how your current job (or one you've had) combines your skills, education, interests, and experience. Discuss how what you are doing now might influence your future. Encourage the students to think about their future careers and how they will be affected by the decisions they start making now.

5 minutes

Summary and Review

Remind the students that their decisions about school–how much education they need and what type of subjects they need to study–impact their options for jobs in the future. It may be too early to decide which subjects are more or less important than others. In fact, their interests in subjects and careers will likely change over the years. However, it's not too early for them to understand that they possess personal interests, skills, and strengths and these can help them decide their direction for the future.

LIFE SKILLS–The Life Map

Have the students turn to pages 6-8 in *Making Cents*. Read through the Life Map instructions with the students. Encourage them to be creative; not everyone's map should look the same. They might choose a design like one of these:

- Milton Bradley's *The Game of Life*™
- A metaphor
- A road map
- A mountain trail
- A line graph
- Growth rings of a tree

Mapping their lives may be difficult for some students. Consider projecting your own map on an overhead transparency for the students to follow along. Emphasize to the students that their maps should contain identifiable points in their lives.

When they have finished, ask if any students want to explain their Life Maps. Tell the students that they will have a chance later in the program to design a Life Map for the future.

PRESENTATION OUTLINE—What Are My Strengths?

I. Introduction

A. Briefly review the last activity.

II. Activity–Wanna Be

A. Students complete the Career Interest Inventory on page 4 of *Making Cents.*

B. Students complete What Are My Strengths? on page 5 of *Making Cents.*

C. Students identify two personal interests and two skills or strengths they possess.

D. Students identify two career options that would require the use of one or more of their special interests or skills.

III. Discussion

A. Students explain how choices made today can have consequences now and in the future.

IV. Summary and Review

A. Tell the students to relate their personal interests, skills, and strengths to education and career options.

V. Life Skills–The Life Map

A. Have the students complete the Life Map exercise on pages 6-8 in *Making Cents.*

JOB SHUFFLE

OVERVIEW

The students play a card game called Job Shuffle to learn about several occupational clusters and job titles.

OBJECTIVES

The students will:

- ▲ recognize that individuals in the U.S. free enterprise system have the freedom to make career choices,
- ▲ identify occupations–within an occupational cluster–that match their interests and skills, and
- ▲ describe the general educational and other requirements for an occupation of interest.

PREPARATION

Open a deck of Job Shuffle cards. Read the rules and play the game with a friend until you feel comfortable explaining the rules.

Once you are comfortable with the activity, consider using the outline following it to help you prepare. Also, be prepared to use the Life Skills–Career Evaluations, if needed.

MATERIALS

- 6 decks of Job Shuffle
- *Making Cents*
- Pens or pencils (not in kit)
- Table tents (optional)

PRESENTATION

5 minutes

Introduction

Ask several students what they would like to do some day after they finish school. Let them name jobs they may have been thinking about.

Then tell the class that the U.S. Department of Labor has identified many different job titles such as lawyer, banker, janitor, and carpenter.

- ▲ Ask: How many job titles would you guess that the Labor Department has identified?

The Labor Department has identified 35,000! That's a lot to choose from.

Explain that most people look into just a few of these jobs, but the more one knows about available careers, the more likely he or she is to choose wisely. Further tell the students that the U.S. Department of Labor has grouped many jobs by *career cluster.* Career clusters of jobs require similar aptitudes and abilities. By researching clusters, people can more easily find careers of interest to them.

Activity–Playing Cards

20 minutes

Hold up the Job Shuffle card game. Tell the students that they are going to play a game that will help them learn more about several career clusters.

Job Shuffle has been patterned after the card game Rummy. The deck also can be used to play the popular children's game Go Fish.

- Form the class into game groups of four to five students each and give each group a deck of cards. Then ask each student to look at a card while you point out its features.
  - Each card begins with four occupations in the cluster shown on the card.
  - The job description and qualifications are shown for the highlighted occupation.
  - The talents line matches an optional career evaluations exercise. (See Life Skills)

Ask the teacher to help you form the groups.

- Read the rules together. If needed, demonstrate Job Shuffle by playing a practice hand. Tell the students that if they play through the deck of cards, turn the discard pile over and keep going.

The discussion following the card game is essential. Try not to let the game go on too long.

- Have the class play a hand. Ask the classroom teacher to assist you as you visit the groups to offer your help. If necessary, call time after about 10 minutes.

Discussion

15 minutes

Tell the students to look at all of the clusters of cards in front of them and choose one that interests them. Ask the students:

You can demonstrate this portion of the activity for the students by choosing one cluster that interests you, then show the students how you would answer the questions. After you have shown the students how to do it, then ask for volunteers.

- Why did you select that particular cluster of cards? Was it because you were familiar with the occupations, the jobs sounded challenging, or you had never heard of the job but it sounded intriguing?
- Did you find anything surprising on the cards? Did you find anything with which you disagreed? Why?
- Does your interest in a cluster match the skills and strengths you identified in the last activity?

Have the students compare their choices with their answers to What Are My Strengths? on page 5 of *Making Cents*.

As time allows, discuss as many clusters as you can. Let the students play the game again. Encourage the students to choose different clusters following play.

Summary and Review

5 minutes

Summarize some of the trade-offs implicit in any career choice, but emphasize the relative freedom and breadth of choice open to young people in the United States.

Emphasize that many people in the United States become entrepreneurs; they take their talents and skills, come up with an idea, and open their own businesses.

Reinforce the connection between education and entry into most professional and technical careers.

Encourage the students to spend time on their own thinking about careers that might interest them. Encourage them to consider how they can best obtain the qualifications they will need for those jobs.

Collect the Job Shuffle cards for use next week. Preview next week's activity.

LIFE SKILLS–Career Evaluations

Have the students turn to page 9 of *Making Cents*. Using the Career Evaluations worksheet, have them analyze a job from one of the clusters they chose. Ask the students, "How would the skills for a job change if you became the business owner?" Give them an example, like a plumber opening his or her own shop.

PRESENTATION OUTLINE–Job Shuffle

I. Introduction

A. What do you want to do some day after you finish school?

B. The U.S. Department of Labor has identified 35,000 job titles and organized them by clusters.

II. Activity–Playing Cards

A. Play a practice hand of Job Shuffle.

B. Have the class play the game.

III. Discussion

A. The students find career clusters that interest them and relate the talents to their skills and interests.

IV. Summary and Review

A. Tell the students they have the freedom to choose.

B. Encourage the students to explore more on their own.

C. Preview next week's activity.

V. Life Skills–Career Evaluations

A. The students complete Career Evaluations on page 9 of *Making Cents*.

KEYS TO MY SUCCESS

OVERVIEW

The students determine what subjects they require and what short-term goals they need in order to accomplish their long-term career goals. They begin developing a plan for their high school years and beyond. The activity will be more successful if the consultant has the assistance of the teacher, a school counselor, or another expert.

OBJECTIVES

The students will:

- ▲ list specific subjects they will need to study in high school to meet their career goals and
- ▲ describe educational and career training opportunities available in the local community.

PREPARATION

Your success in this activity will depend heavily on your preparation and the teacher's/school's involvement. You need to obtain supplementary information about specific schools and educational programs available locally. You should note their entry requirements and the kinds of training they provide.

Consider arranging for a guest speaker to discuss educational and training programs available in your community and surrounding area.

Be prepared to use the Life Skills–Future Goals, if needed. Develop your own Life Map for the next 10 to 15 years to use as an example.

MATERIALS

- *Making Cents*
- Educational/career resources, multiple copies (not in kit)
- One deck of Job Shuffle cards from previous activity
- Pens or pencils (not in kit)
- Table tents (optional)

PRESENTATION

Introduction

5 minutes

Greet the students. Hold up a deck of Job Shuffle cards from the previous activity. Ask the students if they can identify at least two clusters or jobs of personal interest that they discovered in the last activity.

Tell the students that today's session will help them determine what they need to study in high school to pursue those interests. Take a couple of minutes to explain how you made your decisions about education and career(s) when you were in high school. Discuss what help you found in making your decisions. Encourage the students to use today as a starting point in making a plan for the future.

30 minutes

Activity—The Job Market

Distribute *Making Cents*. Have the students read What the Future Holds on page 10. Encourage discussion about the information on the page:

- What types of jobs are the fastest growing?

  Service industry and technical fields.

- What type of education do you suppose the fastest-growing jobs require?

  Most will require at least a college degree.

- What types of jobs are the fastest declining?

  Production, manual labor, and assembly line.

- What type of education do the fastest-declining jobs require?

  They require more than a high school diploma and maybe some technical training.

The school counselor or librarian may be able to assemble a cart of reference books on colleges and careers for you to use. Specifically, the *Occupational Outlook Handbook* is an excellent comprehensive resource on types of jobs and their varied requirements. Check with the school or a local library for a copy. It also is available from the Government Printing Office. Students can use it during this portion of the activity or later to explore their chosen clusters and jobs.

Next, have the students read Meeting Your Goals on pages 11-12, then work in pairs to answer the questions that follow it. Have them identify the educational requirements of the clusters or jobs they are interested in and what additional experience they might need.

To encourage their thinking, ask the students:

- Which careers offer the greatest monetary rewards?

  Generally, those requiring extensive education, e.g., the professions and well-paid trades.

- What appear to be the costs of earning high salaries?

  The cost of time and money in schooling, stress of responsibilities, working conditions, etc.

- What rewards other than money can careers provide?

  Emphasize the value of job satisfaction, whether it be from the type of work, helping others, or contributing to the community. Further, some jobs have perquisites (perks), like travel, rapid advancement, prestige, job security, or pleasant working conditions.

½ minutes

Discussion

Using the resources you brought with you, lead a class discussion about the educational and training opportunities available in your community and surrounding area. If possible, distribute the following to each group or to individual students:

Consider asking a school or vocational counselor to present this information.

- A list of the students' high school graduation requirements.
- A list of entrance requirements and degrees available from local or nearby two-year programs.
- A list of entrance requirements and degrees available from local or nearby four-year colleges.

Encourage the students to ask questions, and encourage them to seek further help to those questions you can't answer. Help them to understand today's process is only the first two stages of planning: asking questions and gathering information.

Summary and Review

5 minutes

Ask several students:

- What are some specific subjects you will need in high school to meet your career goals?
- Where locally can you find the educational and career training you need?

Encourage the students to seek additional help on educational and career planning from their families, teachers, school counselors, or local libraries. Emphasize the freedom and choices available in the United States, and encourage them to take the initiative to plan their own futures.

LIFE SKILLS—Future Goals

Have the students turn to Life Map, Part Two on page 13 of *Making Cents*. Using the worksheet they developed during the activity, have them draw a Life Map for the next 10 to 15 years. Where will their short- and long-term goals appear on the map?

PRESENTATION OUTLINE—Keys to My Success

I. Introduction

A. Greet the students.

B. Review the characteristics of several career clusters.

II. Activity—The Job Market

A. Students read What the Future Holds on page 10 of *Making Cents*.

B. Students read Meeting Your Goals on pages 11-12 of *Making Cents*. In pairs, they answer the questions that follow it to identify their educational goals.

III. Discussion

A. Describe the educational and training programs available in your community and surrounding area.

IV. Summary and Review

A. Ask several students to share the educational and training requirements for the jobs or clusters they chose.

B. Ask several students what opportunities are available locally to meet their goals.

V. Life Skills—Future Goals

A. Have the students draw a Life Map for the next 10 to 15 years.

GETTING YOUR FOOT IN THE DOOR

OVERVIEW

The students discover the steps involved in finding a job. They read sample classified ads and practice filling out a job application. They identify basic sources of information about jobs in the community, and they discuss the value of jobs and volunteer experiences to their future career plans.

OBJECTIVES

The students will:

- ▲ list the steps involved in getting a job,
- ▲ discover ways people learn about job opportunities, and
- ▲ complete their own job applications.

PREPARATION

Bring a newspaper to class, particularly one with separate business, news, and classified ad sections. Also, bring copies of a job application from your employer and consider using them instead of the blank job application provided. Personal anecdotes about applying for jobs also may be appropriate

Review How to Read Classified Ads and the Job Application on pages 14-15 of Making Cents and be prepared to help the students complete the pages. Become familiar with the reading, Sheila Needs Work, on page 16.

Be prepared to use the follow-up, Life Skills–Résumé Writing, if needed. Bring a copy of your résumé too, if appropriate, to share with the students.

MATERIALS

- *Making Cents*
- Newspaper and job applications (optional)
- Pens or pencils (not in kit)
- Table tents (optional)

PRESENTATION

Introduction

5 minutes

Greet the students and ask them to list a few of the important ideas you have discussed during previous visits. Help them to recall the following ideas.

- ▲ First impressions are important for building trust in personal and professional relationships.
- ▲ Individuals in the U.S. free enterprise system have the freedom to make career choices.
- ▲ Choices made today can have consequences now and in the future.

▲ Attitude, education, skills, and interests are important in finding the job you want.

Summarize by emphasizing that the students can start *now* to work on the attitudes, education, skills, and interests they need for the freedom to make career choices *later.*

10 minutes

The purpose of this discussion is to help students see that they already have skills an employer would find valuable and that they must communicate this information to an employer through a job application and interview.

Discussion

Ask how many students perform work—do chores—around the home. Next, have them identify the skills they use. Encourage students to see that the skills they learn at home will follow them into the workforce. In other words, instead of having them say, "washing dishes," "taking out trash," or "folding laundry," encourage the following. Write their ideas on the chalkboard.

- Working well with others
- Being friendly to people
- Being dependable (on time, keep commitments, etc)
- Taking care of people
- Doing physical labor well
- Writing
- Doing Math
- Drawing
- Being careful
- Speaking a second language
- Finding information
- Working fast when necessary
- Teaching others
- Cooking
- Typing
- Computer skills
- Assembling objects and equipment
- Honesty

The 1991 Secretary's Commission on Achieving Necessary Skills (SCANS) Report has identified the following competencies needed for solid job performance. Listed here, they are paraphrased for the activity.

Resources: Allocating time, money, materials, space

Interpersonal: Working on teams, teaching others, serving customers, leading, negotiating

Information: Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, using computers to process information

Systems: Understanding social, organizational, and technological systems, monitoring and correcting performance, designing or improving systems

Technology: Selecting equipment and tools, applying technology to specific tasks, maintaining and troubleshooting technologies

Summarize by telling the students that identifying their skills and interests is the first step in finding a job.

Next, ask how many students have worked for pay or performed volunteer work. Ask them if the same skills listed on the chalkboard have been important in their jobs. Then ask the students:

▲ How do people find out about jobs?

One way is through a newspaper's classified ads. Tell the students that researching the job market is the next step in finding a job.

Distribute the classified ads that you brought with you.

▲ How do you let an employer know you have the skills for the job?

Through a job application and interview.

Summarize by telling the students that applying for jobs and interviewing are the next steps in getting a job.

If you plan to use the Life Skills activity, be sure to add here that a resume may be necessary too.

Tell the students that today they will look at classified ads, choose jobs that sound interesting to them, then practice filling out job applications.

15 minutes

Activity—The Classified Ads

Distribute *Making Cents* to the students and have them turn to page 14. Read through How to Read Classified Ads with the students and encourage them to choose a job that sounds interesting. Give them about five minutes. Ask the students,

▲ Which jobs did you select? Why?

Call on as many students as time allows.

Once the students have completed How to Read Classified Ads, ask them to turn to the job application on page 15 of *Making Cents*.

If appropriate, let the students choose jobs from the classified ads of your local newspaper. Occupations from Job Shuffle also would be appropriate.

Have the students fill out the application for the job they found interesting. Encourage them to take information they need from How to Read Classified Ads. Remind them to emphasize the skills they have learned in the various work they have performed at home, for pay, or as volunteers. Acknowledge that forms like this can be difficult or even frustrating if you don't have the experience to fill out the form completely. Discuss the major parts of the job application and how they help employers find out more about those who apply:

- Personal information
- Education
- Skills
- Employment history
- Activities

Ask the teacher to help you assist the students with filling out the applications. Encourage the students to fill them out neatly.

Discussion

10 minutes

Remind the students that classified ads are one way people find out about jobs, but there are others.

▲ What other ways can people find out about jobs?

- People you know (parents, neighbors, friends, teachers, etc.)
- Ads (newspapers, magazines, bulletin boards, etc.)
- Employment agencies (including temporary help agencies)
- Filling out applications

You may want to compare Sheila Needs Work with your state's laws for minors in the workforce. Federal law says 14-year-olds can work in certain non-farm jobs that are not dangerous. Still, the point of the reading is for the students to recognize that regardless of their ages, they have opportunities too.

Let students know that many people find their first jobs through someone they know.

As time allows, have the students turn to page 16 of *Making Cents*, Sheila Needs Work. Ask the students to identify how many job opportunities Sheila overlooked. Then brainstorm with them their opportunities (paid or volunteer) to gain experience.

Summary and Review

5 minutes

Remind the students of the following key points of discussion:

▲ Attitude, education, and skills are important to getting a job.

Sometimes you can fill out an application at a place of employment whether or not there is a job opening.

▲ Finding a job means knowing where to look for one. Sources of job opportunities include

- People you know
- Classified ads
- Employment agencies
- Filling out applications

▲ The steps in getting a job include

- Identifying personal skills and interests
- Researching the job market
- Applying for jobs (filling out applications/developing a résumé)
- Interviewing for jobs

The Life Skills activity gives the students a chance to develop their own résumés. A résumé is a personal statement of one's previous employment, skills, education, accomplishments, etc. It may be needed when applying for some jobs.

Tell the students they will learn about interviews next week. Meanwhile, encourage the students to consider the importance of work experience—at home, for pay, or volunteer—to their future careers.

LIFE SKILLS–Résumé Writing

Have the students turn to page 17 of *Making Cents* and look at the sample résumé. Discuss with them the role of a resume in the process of getting a job. Distribute blank paper and have the students follow the sample resumé as they develop their own. Have them think about how they would use their résumes to find summer jobs.

PRESENTATION OUTLINE–Getting Your Foot in the Door

I. Introduction

A. Review concepts introduced in previous activities.

Individuals have the freedom to make career choices.
First impressions build trust in personal and professional relationships.
Choices made today can have consequences now and in the future.
Attitude, education, skills, and interests are important in finding the job you want.

B. Discuss skills the students may have learned in work performed at home, for pay, or as volunteers.

II. Activity–The Classified Ads

A. Students complete How to Read Classified Ads and the job application on pages 14-15 of *Making Cents*.

B. Remind them of the importance of the skills they learn when they perform work.

III. Discussion

A. Have the students identify other ways people find jobs.

People you know	Classified ads
Employment agencies	Filling out applications

B. Have the students read and complete Sheila Needs Work on page 16 of *Making Cents*.

IV. Summary and Review

A. Review the steps to finding a job and the sources of job opportunities.

B. Tell the students that they will learn about interviewing next week.

V. Life Skills–Résumé Writing

A. Have the students review the résumé on page 17 of *Making Cents* and write their own.

STEPPING INSIDE

OVERVIEW

The students discuss the characteristics employers want in potential employees, especially those characteristics that go beyond the basic knowledge and skills to perform the job. The students observe and evaluate successful and unsuccessful interviews, and they develop a list of interviewing tips.

OBJECTIVES

The students will:

- ▲ list basic characteristics employers want in potential employees and
- ▲ identify three dos and three don'ts in an employment interview.

PREPARATION

If possible, have someone from your firm's human resources department accompany you to this session. He or she might discuss how interviews are conducted and how students can prepare for an interview. He or she also can help you role play successful and unsuccessful job interviews and interview the students.

Read Wrong Way Q & A on page 18 of *Making Cents*. Together with the teacher or with the personnel expert you brought with you, plan to perform it or your own "unsuccessful" interview. (Have fun with this: the applicant might even slouch, chew gum, and dress carelessly!) Prepare a successful interview to demonstrate too.

Review Tips for Interviewing on page 19 of *Making Cents*. Be prepared to explain how your firm screens applicants and selects people for an interview. Be prepared to use the follow-up, Life Skills–Interviewing Style, if needed.

MATERIALS

- *Making Cents*
- Props (optional)
- Pens or pencils (not in kit)
- Table tents (optional)

PRESENTATION

Introduction

5 minutes

Greet the students and ask them to list steps in finding a job:

1. Identifying personal skills and interests
2. Researching the market
3. Applying for jobs (filling out applications/developing a resume)
4. Interviewing for jobs

Describe how your firm reviews written job applications and decides which applicants to interview. You also may wish to explain how the interview process works at your firm. Be sure to help the students understand that the actual interview is usually the most important step in getting a job.

25 minutes

Activity–The Job Interview

Ask the students the following questions:

▲ Now that an employer has your application (and/or résumé) with your complete background, why do you need an interview?

Students' answers should reveal an understanding of the importance of presenting yourself well. Remind them of the first activity, First Impressions.

▲ What characteristics might an employer want in an employee?

The characteristics–competencies–listed here are taken from the 1991 Secretary's Commission on Achieving Necessary Skills (SCANS) Report. You may want to help the students identify the categories and group their ideas under them as shown.

List the students' responses on the chalkboard. They may include the following:

Basic Skills: Reading, writing, arithmetic and mathematics, speaking, and listening
Thinking Skills: Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning
Personal Qualities: Individual responsibility, self-esteem, sociability, self-management, and integrity

Next, tell the students that they are going to watch an interview. Have them turn to page 18 of *Making Cents* and follow along. Encourage them to take notes as they look for some of these characteristics. Then present Wrong Way Q & A.

10 minutes

Discussion

After the skit ask the class to name those things that hurt the applicant's chance of getting a job. List them on the chalkboard. For example:

Lack of a clear idea of interests, goals, and skills
More concerned with pay than anything else
Lack of commitment to a job
Criticizing a former boss

Next, have the students turn to page 19 of *Making Cents* and review the list of interviewing tips. Once they have reviewed the list, repeat Wrong Way Q & A, asking the same questions, only this time have a student from the class answer the questions in a more serious manner. Then have the class critique this "good" interview.

5 minutes

Summary and Review

Review the steps involved in getting a job:

1. Identifying personal skills and interests
2. Researching the market
3. Applying for jobs (developing a résumé)
4. Interviewing for jobs

Emphasize that an interview is the most important step in getting a job and that an employer will use the interview to discover what personal characteristics a potential worker brings to the job. They include basic skills, thinking skills, and personal qualities.

Call on individual students to name dos and don'ts at interviews.

LIFE SKILLS–Interviewing Style

Play the role of human resources director. Have students give you their job applications from *Making Cents*, and interview them for the positions they chose. Ask the class to critique each of the interviews, helping the "applicant" identify specific strengths and weaknesses in his or her interviewing style.

PRESENTATION OUTLINE–Stepping Inside

I. Introduction

A. Review the steps to finding a job:

1. Identifying personal skills and interests
2. Researching the market
3. Applying for jobs (developing a resumé)
4. Interviewing for jobs

B. Be prepared to discuss how the interview process works at your firm.

II. Activity–The Job Interview

A. Identify characteristics employers look for in their employees: basic skills, thinking skills, and personal qualities.

B. Present Wrong Way Q & A from page 18 of *Making Cents*.

III. Discussion

A. Review the list of interviewing tips on page 19 of *Making Cents*.

IV. Summary and Review

A. Review the steps in getting a job.

B. Remind the students of characteristics employers want in their employees.

V. Life Skills–Interviewing Style

A. Interview the students for the jobs they applied for in the last activity.

PERSONAL BUDGETING

OVERVIEW

The students work in small groups and use hypothetical information to develop a simple personal budget for a typical teenager. They learn the reasons for making a budget and the basic features and characteristics of all budgets.

OBJECTIVES

The students will:

- ▲ explain why budgets are important,
- ▲ give examples of items found in a budget, and
- ▲ identify examples of opportunity costs associated with balancing a budget.

PREPARATION

Review Planning a Personal Budget on page 20 of *Making Cents*. Be prepared to help the students complete the budget.

Be prepared to use the brief follow-up, Life Skills–Personal Budgets, if needed.

MATERIALS

- *Making Cents*
- Table tents (optional)
- Pens or pencils (not in kit)

PRESENTATION

5 minutes

Introduction

Greet the students. Ask if anyone can name the steps to finding a job:

1. Identifying personal skills and interests
2. Researching the market
3. Applying for jobs (filling out applications/developing a résumé)
4. Interviewing for jobs

Ask the students,

- ▲ Why do we have jobs?

  Student responses should show an understanding that jobs pay for things; i.e., needs like places to live, clothes to wear, and food to eat and wants like snacks, video games, and tickets.

- ▲ How do people keep from spending more money than they make?

  They use a budget.

Activity–Budgeting

30 minutes

Distribute *Making Cents*. Have the students turn to page 20 and read Planning a Personal Budget. Encourage them to work with a partner to plan a monthly budget for Jimmy that he can follow for three months in order to buy his jacket.

Ask the teacher to help divide the class into pairs.

After about 10 minutes, ask a student to share his or her budget for Jimmy with the class. Have the student describe how he or she decided what to spend money on and where to cut expenses. Ask the student to identify his or her budget surplus or shortage.

Ask other students to share their suggestions as time allows. Compare and contrast the students' work. Define **opportunity cost** for the students. Explain that Jimmy's opportunity cost for saving for the jacket is the food, clothing, entertainment, etc. that he must give up. Ask the students to offer their own examples. Some possible answers follow:

Opportunity cost is the goods and services that must be given up in order to obtain other goods and services.

The opportunity cost of a movie is the CD I want to buy.
The opportunity cost of studying for my exam is going out with my friends.

Discussion

5 minutes

Once you have discussed several students' approaches to Jimmy's budget, ask them the following:

Draw a set of scales on the chalkboard to illustrate a balanced budget.

▲ Have you heard the term "balanced budget"? What do you suppose it means?

Encourage the students to see that the process they just practiced, weighing income and expenses, helps bring a budget into balance. A budget is balanced when income equals expenses.

▲ If a budget doesn't balance, what options do you have to bring it into balance?

Cut expenses
Increase income
Draw on savings

Summary and Review

5 minutes

Restate your question from your introduction: "Why do people need jobs?" Emphasize that people budget to keep their income and expenses in balance. Ask the students for examples of items found in a budget.

Briefly describe the options available to bring a budget into balance, then call on one or two students to give an example of an opportunity cost.

LIFE SKILLS–Personal Budgets

Have students apply what they have learned by developing a budget for themselves. Also, encourage them to look back at their Life Maps on page 13 of *Making Cents* and revise them for financial goals.

PRESENTATION OUTLINE—Personal Budgeting

I. Introduction

A. Review the steps to finding a job, and ask the students why we have jobs.

B. Tell the students that budgets help people track their income and expenses.

II. Activity–Budgeting

A. Have the students read Planning a Personal Budget on page 20 of *Making Cents*. Help them complete the monthly budget.

III. Discussion

A. Define opportunity cost for the students, and have them give you some examples.

B. Have the students describe a balanced budget.

C. Have the students describe the options available to bring a budget into balance.

IV. Summary and Review

A. Emphasize that people budget to keep their income and expenses in balance.

B. Describe again the options to balance a budget and call on students to give examples of opportunity costs.

V. Life Skills–Personal Budgets

A. Have the students complete a budget for themselves. Encourage them to revise their Life Maps.

FAMILY FINANCES

OVERVIEW

The students discuss financial planning and budgeting, and they complete a budget in which they establish priorities and estimate costs based upon expected incomes and expenditures.

OBJECTIVES

The students will:

- ▲ develop a simple budget for a family,
- ▲ describe the benefits of following a budget, and
- ▲ describe the typical choices families must make as they budget their income and expenses.

PREPARATION

Become familiar with the Monthly Budget Planning Form on page 21 of *Making Cents*. Obtain several classified sections from a local paper students can use to determine the current prices of homes, apartments, automobiles, etc.

Have the teacher ask students to bring calculators to this session.

Be prepared to use the follow-up, Life Skills–Paying the Bills, if needed.

MATERIALS

- *Making Cents*
- Local classifieds (optional)
- Chance Cards (Materials Envelope)
- Pens or pencils (not in kit)
- Table tents (optional)
- Calculators

PRESENTATION

Introduction

5 minutes

Greet the students. Ask them to describe a budget and the reasons an individual should develop a personal budget.

- ▲ What are the two main parts of a budget?

  Income and expenses

- ▲ When is a budget balanced?

  When income equals expenses and savings

Explain that just as people have personal budgets, like those discussed last session, families have household budgets. Like individuals, families set priorities and agree on how their money will be spent.

Remind the students that a budget includes both income and expenses.

Necessary items are needs. Choices are limited because you must have these things: housing payment (rent or mortgage), electricity/water/gas, clothing, and food.

Luxury items are wants. These items are not necessary to live: movies, art, cruises, cellular phones, etc.

Discretionary items are ones of choice. One can reduce spending on them, but not completely: a car for both work and fun, practical but fashionable clothes, etc.

5 minutes

Discussion

Ask the students to list examples of their household expenses. List a few typical items on the board and ask the students to classify the items as necessary, luxury, or discretionary items. (Necessary items on the budget worksheet appear in ***bold italics***.)

30 minutes

Activity–Household Budgeting

Inform the students that they will now play the roles of family members trying to develop plans for a family budget. They will be assigned to groups representing families with different incomes. Each will have a Monthly Budget Planning Form.

The form contains basic categories of household expenses and the percentage of income a typical U.S. family will spend on each category. (Percentages are based on figures from the Tax Foundation, Washington, D.C. for a family of four with two wage earners.)

If the percentages cause frustration, avoid them. The purpose of the activity is for students to see that they will have many decisions to make for a limited income. They can make choices without the percentages.

Emphasize all families are different and they make different choices. The percentages are intended to provide a general guideline.

Discuss the directions at the top of the form for planning a budget, then instruct the groups as follows:

- Each group represents a four-member family with two wage earners of equal income.
- Each group, "family," will have a different income. Each group will have to decide how to spend its monthly income.
- Assign each group an "income" (before taxes) as a basis for planning its budget.

  Group 1 - $2,000 a month ($24,000 a year)
  Group 2 - $3,000 a month ($36,000 a year)
  Group 3 - $4,000 a month ($48,000 a year)
  Group 4 - $5,000 a month ($60,000 a year)
  Group 5 - $6,000 a month ($72,000 a year)

Using a calculator, demonstrate how the students would figure a few of their monthly expenses. Also, be sure the students understand that their options on housing and transportation are limited to the choices on the budget planning sheet. They cannot eliminate these expenses.

- Allow a specific amount of time (about 15 minutes) for the groups to develop their budgets.
- Tell the students they will need their calculators. Encourage them to look at the typical percentages to help them plan their expenses. For example, Group 4 would spend approximately $200 a month on clothes ($5,000 x .04 = $200), but they may plan to spend more or less.

Let each group make a brief presentation on how and why it decided to allocate the expenses. Comment on any obvious differences in the allocations, such as, "Did Group 5 devote a much greater percentage of its budget to recreation than Group 1?" It should become clear that the high income groups had more flexibility in planning than did the low income groups.

Now point out that in everyone's life things happen that are unexpected. It is probable that the students neglected to save enough for these emergencies. Put the Chance Cards in a hat or similar container and have someone from each group draw a card. Give the groups a few minutes (five or less) to read their Chance Cards and decide how to meet the emergencies. What changes will they have to make in their original plans? This part of the exercise should show dramatically the importance of saving to meet unexpected emergencies.

Summary and Review

5 minutes

Remind the students:

- All families are different and they make different choices about how to spend their income.
- High income groups have more flexibility in planning than do low income groups.
- In everyone's life things happen that are unexpected. That is why savings are important.

Tell the students that during the next activity they will learn more about saving and the many different ways people save their money.

LIFE SKILLS–Paying the Bills

Have the students pay the monthly bills. See Write Checks Right on pages 22-24 of *Making Cents*. Make sure they understand how to complete the deposit slips and record their transactions in the check register.

PRESENTATION OUTLINE—Family Finances

I. Introduction

A. Students describe a budget.

B. Students name the two main points of a budget.

Income and expenses

C. Students identify when a budget is balanced.

When income equals expenses and savings

II. Discussion

A. Students list examples of household expenses. They classify them as necessary, luxury, or discretionary items.

III. Activity—Household Budgeting

A. Divide the class into five groups and assign an income level to each.

B. Give the groups about 15 minutes to develop their budgets.

C. Distribute the Chance Cards and give the groups five minutes to decide how to adjust their budgets to meet the emergencies.

IV. Summary and Review

A. Remind the students:

All families are different and make different choices about how to spend their income.
High income groups have more flexibility in planning than do low income groups.
Savings are important because unexpected things happen in everyone's life.

V. Life Skills—Paying the Bills

A. Have the students use the check-writing activity on pages 22-24 of *Making Cents* to pay the monthly bills.

SETTING FINANCIAL GOALS

OVERVIEW

The students learn about different savings and investing opportunities, from passbook savings accounts to buying and selling stock.

OBJECTIVES

The students will:

- list and describe the costs, risks, and benefits associated with basic savings and investing options;
- explain why different individuals make different investment decisions; and
- explain through examples the importance of saving.

PREPARATION

Review Personal Savings/Investing Fact Sheet and Savings/Investment Problems on pages 26-27 of *Making Cents*.

Be prepared to use the follow-up, Life Skills–A Penny Earned, if needed.

MATERIALS

- *Making Cents*
- Pens or pencils (not in kit)
- Table tents (optional)

PRESENTATION

Introduction

Greet the students. Ask them if anyone remembers from the last session why savings are important.

In everyone's life things happen that are unexpected.

Ask the students,

- Do you ever try to save money? Why?

  To be prepared for emergencies
  To be able to purchase in the future something you cannot afford now; e.g., a bicycle, a car, or a VCR
  To invest, so that your future income will be greater; i.e., letting your money earn money
  To meet important goals; e.g., a college education or comfortable retirement

- Where can you put your savings?

  Piggy bank — Certificates of deposit (CDs)
  U.S. savings bonds — Passbook savings account

Briefly discuss with the students that there are advantages and disadvantages to where people save their money. For example,

	Piggy Bank	U.S. Savings Bond
Advantage:	Cash is available when needed	Safe, tax-free investment
Disadvantage:	Can be stolen; earns no interest	May be unavailable when needed

5 minutes

Discussion

Explain that people use money to make money. When they save, the bank, savings and loan, or credit union pays them **interest** on their money. When they invest, they are paid a return on their investment–**a yield.**

Depending on the students' interests, describe and evaluate other common investments such as preferred stock, real estate, money market funds, municipal bonds, and collectibles–art, antiques, and baseball cards.

Help the students evaluate different investment possibilities. Briefly describe different types of savings and investment goals; e.g., future income, growth, short-term income.

Have the students turn to the Personal Savings/Investing Fact Sheet on page 26 of *Making Cents*. Briefly review the investments listed. These are basic types of investments the students are able to use now and as adults. Then discuss the factors to consider when making personal investments.

30 minutes

Activity–A Penny Saved

Divide the class into groups of four or five students. Each group will be asked to advise a "friend" how to invest or save to meet specific goals.

Refer students to the Savings/Investment Problems on page 27 of Making Cents. Ask each group to consider the problems and summarize its advice in the space provided. After 10 to 15 minutes, reconvene the class and discuss the groups' advice.

5 minutes

Summary and Review

Review the savings and investment opportunities available to most people and the reasons for saving money:

To be prepared for emergencies
To be able to purchase in the future something you cannot afford now; e.g., a bicycle, a car, or a VCR
To invest, so that your future income will be greater; i.e., letting your money earn money
To meet important goals; e.g., a college education or comfortable retirement

Review the factors that often influence investment decisions and relate these to people's varied savings/investment goals.

You may choose to discuss the investments as a class.

Answer Key

1. U.S. savings bonds, CDs
2. mutual funds
3. passbook savings account, corporate bonds, mutual funds
4. corporate bonds
5. mutual funds
6. CDs

LIFE SKILLS–A Penny Earned

Have the students turn to A Penny Earned on page 25 of *Making Cents*. Discuss it with the class. Based on this and the activity, have them revise their family budgets on page 21 to establish a monthly savings/investment plan.

PRESENTATION OUTLINE—Setting Financial Goals

I. Introduction

A. Ask if anyone remembers why savings are important; i.e., in everyone's life things happen that are unexpected.

B. Ask if they ever try to save money and why.

To be prepared for emergencies
To be able to purchase in the future something you cannot afford now; e.g., a bicycle, a car, or a VCR
To invest, so that your future income will be greater; i.e., letting your money earn money
To meet important goal; e.g., a college education or comfortable retirement

II. Discussion

A. The students examine the Personal Savings/Investing Fact Sheet.

B. Help the students evaluate different investment possibilities according to these factors: safety, liquidity, yield, taxes, control, simplicity, and outside factors.

III. Activity—A Penny Saved

A. Using Savings/Investment Problems on page 27 of *Making Cents*, have the students consider the problems and summarize their advice in the space provided.

IV. Summary and Review

A. Review the savings and investment opportunities and reasons for saving money.

B. Discuss the factors that often influence investment decisions and relate these to people's varied savings/investment goals.

V. Life Skills—A Penny Earned

A. Review A Penny Earned on page 25 of *Making Cents*.

SPENDING WISELY

OVERVIEW

The students evaluate advertisements and other information available to consumers to make wise spending choices.

OBJECTIVES

The students will:

- list principles of wise shopping,
- evaluate product information available to consumers in different media, and
- use a decision grid to make a purchasing decision.

PREPARATION

Review Analyzing Advertising on page 30 of *Making Cents*. You may choose to use the advertisements provided or to bring some of your own favorites instead. Discuss with the teacher the best way to conduct this exercise, either in small groups or as a class.

Be prepared to use the follow-up, Life Skills–Making a Good Buy, if needed.

MATERIALS

- *Making Cents*
- Table tents (optional)
- Pens or pencils (not in kit)
- Advertisements (optional)

PRESENTATION

5 minutes

Introduction

Greet the students and ask them why people save money.

- To prepare for emergencies
- To purchase in the future something unaffordable now
- To invest
- To meet important goals

5 minutes

Discussion

Tell the students that you have been thinking about buying a new car. Ask them what kind of car they think you should buy. As they respond with their favorite models, answer with quick remarks like "too fancy," "too plain," "too big," and "too small."

As the discussion progresses, explain to the students that you are using your personal preferences to narrow your choices. Once you have identified two or three cars you might consider, ask the students these questions:

▲ In addition to personal preference, what should I consider before I buy?

Safety
Cost

What are some tips you might give me about how to spend my money wisely?

Plan the purchase
Look for quality
Shop and compare prices
Watch for a sale
Negotiate price, if possible
Check ads
Consider used vs. new
Consider warranties/repairs
Postpone replacement

Write the students' suggestions on the chalkboard. Then ask the students to give you some examples of products or services they purchased recently, like fast food, CDs, clothes, or books. After they respond, ask the students, "How do you find out about these goods and services you buy?" Encourage the following responses:

Word of mouth—Family, friends, or others tell you about the product or service.
Impulse shopping—You see the product or service while shopping for something else.
Media—You read an article or advertisement about the product or service in a magazine or newspaper; you hear an announcement or advertisement on TV or the radio; you see a billboard, bus bench, or other outdoor advertisement.
Consumer buying services—You subscribe to a consumer magazine or are a member of a consumer shopping service.

Explain to the students that they will examine three advertisements for a portable radio/CD player. They will determine what type of information they can gain from the various techniques used. They will discuss what they like and don't like about the ads. More importantly, they will determine what additional information they should look for before actually purchasing the product.

Activity—Scads of Ads

25 minutes

Distribute *Making Cents* and have the students turn to Analyzing Advertising on page 30. Divide the class into small groups and have the students answer the questions after studying the ads on pages 28-29.

As an option or reinforcement after this activity, show the students sample advertisements that you have gathered and analyze them as a class.

After the students have completed the exercise, have each group report its findings to the class.

You also may choose to hold a class discussion about the advertisements. Show each ad to the class and ask the questions shown on the worksheet on page 30.

▲ What product is the advertisement selling? Can you tell? Is it selling an image or experience?

▲ Which technique or combination of techniques is the advertisement using? (slogans, emotional appeals, rational appeals)

▲ Do you like the advertisement? Why or Why not?

▲ Does the advertisement tell you about the quality of the product? Does it tell you about the features of the product?

- Does the ad give you pricing information? Where can you purchase the product?
- What additional information do you need before deciding to purchase this product?

5 minutes

Summary and Review

Refer the students to Cent Savers on the bottom of page 31 in *Making Cents*. Briefly give some examples of buying situations and ask the students to identify which tip should have been used to avoid the problems:

You buy a stereo in one store, then you find it at half price in another. *(Shop and compare/watch for sale/check ads/negotiate price)*

You buy what you *think* you might need at the grocery store, then discover your bill is $20 higher than you can afford. *(Plan your purchases/check ads)*

Your neighbor sees your new exercise bike and says, "I could have sold you mine for $30! I got it three years ago and I've used it just twice!" *(Consider used vs. new)*

You find a sweater on sale, no refunds, but it completely unravels the first time you wear it. *(Look for quality)*

LIFE SKILLS–Making a Good Buy

Have the students choose a product or service they might like to buy. Using the decision grid on page 31 of *Making Cents*, have them research the product or service and conclude where or how they can get the best deal. You may choose to conduct this activity outside of class, or you can distribute newspapers, magazines, Yellow Pages, Consumer Reports, and other resources to help them reach their decision.

PRESENTATION OUTLINE—Spending Wisely

I. Introduction

A. Review reasons why people save money.

II. Discussion

A. Use an example such as buying a car to identify how people make spending decisions:

- Personal preferences
- Safety
- Cost

B. Introduce tips for wise spending:

Plan the purchase	Check ads
Look for quality	Consider used vs. new
Shop and compare prices	Consider warranties/repairs
Watch for a sale	Postpone replacement
Negotiate price, if possible	Look for recyclables

C. Identify ways consumers find out about the products and services they buy: word-of-mouth, impulse shopping, media, consumer buying services, etc.

III. Activity–Scads of Ads

A. Have the students identify product information for making buying decisions by analyzing advertisements.

IV. Summary and Review

A. Have students identify how to buy wisely through examples of buying situations.

V. Life Skills–Making a Good Buy

A. Have the students use the decision grid on page 31 of *Making Cents* to determine the best buy for a product of their choice.

USING CREDIT WISELY

OVERVIEW

The students discuss the advantages and disadvantages of using credit to make everyday purchases. In small groups the students solve problems related to special types of credit–credit cards, automobile loans, student loans, and home mortgages.

OBJECTIVES

The students will:

- list the costs and benefits of using credit;
- describe the "three Cs of credit"–*character, capacity,* and *capital*; and
- justify paying cash or purchasing on credit by calculating the cost of a loan.

PREPARATION

Consider asking a loan officer from a local bank to be a guest speaker. Also, if you plan to use Calculating Credit on page 33 of *Making Cents*, practice completing the exercise before presenting it to the students.

Be prepared to use the follow-up, Life Skills–Putting Your Best Foot Forward, if needed.

MATERIALS

- *Making Cents*
- Table tents (optional)
- Situation Cards (Materials Envelope)
- Pens or pencils (not in kit)
- Credit card (not in kit)

PRESENTATION

5 minutes

Introduction

Greet the students and ask them to list tips for spending their money wisely. Review Cent Savers from the last activity.

Plan purchases	Check ads
Look for quality	Consider used vs. new
Shop and compare prices	Consider warranties/repairs
Watch for sales	Postpone replacement
Negotiate price, if possible	Look for recyclables

10 minutes

Discussion

Hold up a credit card. Ask the students if they can tell you what it is and how it works. Tell the students that this card is something people use in place of money to buy things.

Many students will be able to identify a credit card; however, few may realize that credit cards are a way of *borrowing money*; credit card users pay a fee and/or interest when using the card. Purchasing on credit means paying at a future date.

Ask the students if they know of other common types of credit purchases/transactions:

Credit cards—furniture, appliances, airline tickets, gas, groceries, just about anything
Loans—automobiles, college tuition, home equity
Mortgages—homes, property
Rent to own—furniture, appliances, home electronics
Cash advance/payday loans—borrowing cash from your next paycheck
Pawning valuables

Discuss whether or not it is wise to always pay cash and never establish credit.

Ask the students if they can name some advantages and disadvantages of using credit to make purchases. List their ideas on the chalkboard.

Advantages	Disadvantages
Immediate use of goods or services	Adds debt to one's finances
Ability to take advantage of good sales	Cost increases because of added fees/interest
Safe/convenient alternative over carrying cash	Easy to overspend

Have the students open *Making Cents* to Credit Tips on page 33. Review the items on the list and ask the students if they can think of others to add to it.

Ask the students, "Can anyone buy on credit?" Then explain that the following activity will show them how people are rated for their credit risk; if their credit rating is poor, they may have difficulty buying a car, a home, or even obtaining a job.

Explain that consumer credit bureaus collect information about people who use credit. Credit grantors access this information to make lending decisions.

Activity—Three Cs

25 minutes

Have the students turn to the Three Cs Credit Rating Form on page 32 of *Making Cents*. Explain that you have four different situation cards involving four different people. Read each of the situations or assign them to individual groups. Have the students use the credit rating form to decide if each person is creditworthy.

Decide with the teacher whether to conduct this activity in small groups or as a whole class.

Allow the students time to complete the form. As time allows, reread the situations to the class as the students report on their decisions.

Consider using Calculating Credit on page 33 of *Making Cents* as a follow up to this activity.

Summary and Review

5 minutes

Review the Credit Tips. Ask a student from each group to decide if the individual in the situation was using credit wisely. Encourage class discussion about the pros and cons of credit by asking the following questions:

- Did the individual have a credit rating? Was it good or poor?
- Was the individual going to have a monthly balance to pay?
- Did the individual have an idea of how much he or she could afford on credit? Was the individual using credit wisely?

Answers to Calculating Credit
1. 19.8%; answers will vary, no
2. $440.98
3. 0
4. $50; $6.45 next month
5. $703.30
6. $3.30

Tell the students that a person's circumstances often change. What may look like wise use today may, in fact, become poor use tomorrow and vice versa. The important thing to remember is to proceed cautiously when using someone else's money. You will have to pay it back!

LIFE SKILLS–Putting Your Best Foot Forward

Have the students complete the simple credit application on page 34 of *Making Cents*, either for themselves (say 20 years from now) or for one of the individuals the situation cards depicted. Then conduct a few credit interviews with the students, having them assume the role they used to complete the application.

PRESENTATION OUTLINE–Using Credit Wisely

I. Introduction

A. Review Cent Savers from the last activity.

II. Discussion

A. Hold up a credit card. Explain that purchasing on credit means agreeing to pay at a future date.

B. Discuss some different types of credit:

Credit cards	Loans
Mortgages	Rent to own
Pawning valuables	Cash advance/payday loans

C. Ask the students to name some advantages and disadvantages of using credit to make purchases. Review Credit Tips on page 33 of *Making Cents*.

III. Activity–Three Cs

A. Have the students turn to page 32 of *Making Cents*. Distribute the situation cards and have the students complete the Three Cs of Credit, then report to the class.

IV. Summary and Review

A. Review Credit Tips. Discuss whether or not the individuals in each situation were using credit wisely.

V. Life Skills–Putting Your Best Foot Forward

A. Have the students complete the credit application on page 34 of *Making Cents*, then conduct credit interviews.

Junior Achievement®

PURPOSE

To educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

To accomplish this we value:

Integrity

We use the highest ethical standards to make decisions that maintain our customers' trust and respect.

Respect for the Individual

We value people for their diverse and unique contributions to our organizational efforts.

Personal Development

We provide and encourage opportunity for our students, volunteers, and staff to grow personally and professionally.

Enterprising Spirit

We value energetic and imaginative pursuit of ideas to create, innovate, and improve our products, performance, and services.

Teamwork

We value individual initiative within teams.

Junior Achievement

Personal Economics

Copyright - 1995

Junior Achievement, Inc.
Colorado Springs, Colorado

Student Materials

Junior Achievement®

Junior Achievement®

Chance Card

)ne family member needs new glasses. hey cost $100.

Junior Achievement

Chance Card

The family car breaks down. The repair bill is $300.

Junior Achievement

Chance Card

One wage earner gets a raise of 10 percent.

Junior Achievement

Chance Card

)ne wage earner gets a raise of 50 ents per hour.

Junior Achievement

Chance Card

A family member falls down the stairs and breaks several teeth. The emergency dental bill is $500.

Junior Achievement

Chance Card

A delivery person falls and breaks an ankle on your front steps. He sues yo family for $100,000 but says he'll set out of court for $25,000.

Junior Achievement

Chance Card

\ fire destroys the family's kitchen. nsurance doesn't cover all damages. It vill take $3,000 more to complete the epairs.

Junior Achievement

Chance Card

A burglar steals a TV set, a VCR, and a personal computer. You have no insurance. Which ones, if any, will you replace?

Junior Achievement

Chance Card

Because of a serious drought, food prices rise by 15 percent.

Junior Achievement

Chance Card

\ relative dies, so one of you must spend $1,000 to attend the funeral. But he family has inherited $5,000.

Junior Achievement

Chance Card

One wage earner makes an income tax error and, with the fine, must pay to the IRS 10 percent of annual income.

Junior Achievement

Chance Card

A stock investment pays off. Its valu increases by 25 percent of one wage earner's income.

Junior Achievement

Chance Card

)ne wage earner gets a promotion and a aise of $50 per week.

Junior Achievement

Chance Card

The bus fare you pay to commute to work is increased $2.50 a week.

Junior Achievement

Chance Card

Your adjustable rate mortgage goes u increasing your house payments by $200 a month.

Junior Achievement

Chance Card

One wage earner needs an operation. The cost is $1,500 and the loss of one month's pay.

Junior Achievement

BEST COPY AVAILABLE

Chance Card

Your daughter is getting ready for college. You receive a notice that tuition has been raised $1,000.

Junior Achievement

Chance Card

A new state tax requires that all wag earners pay 5 percent on annual income to the state.

Junior Achievement

© 1995 Junior Achievement Inc., Mi

Getting to Know You

Name _____

Favorite Food _____

Favorite Book/TV Show _____

Favorite Sport _____

Someone I Admire _____ Why? _____

Favorite Subject in School _____

Education Goal _____

Career Goal _____

Predicted Achievements by Age 25 _____

Junior Achievement

Getting to Know You

Name _____

Favorite Food _____

Favorite Book/TV Show _____

Favorite Sport _____

Someone I Admire _____ Why? _____

Favorite Subject in School _____

Education Goal _____

Career Goal _____

Predicted Achievements by Age 25 _____

Junior Achievement

Getting to Know You

Name _____

Favorite Food _____

Favorite Book/TV Show _____

Favorite Sport _____

Someone I Admire _____ Why? _____

Favorite Subject in School _____

Education Goal _____

Career Goal _____

Predicted Achievements by Age 25 _____

Junior Achievement

Getting to Know You

Name _____

Favorite Food _____

Favorite Book/TV Show _____

Favorite Sport _____

Someone I Admire _____ Why? _____

Favorite Subject in School _____

Education Goal _____

Career Goal _____

Predicted Achievements by Age 25 _____

Junior Achievement

Getting to Know You

Name _____

Favorite Food _____

Favorite Book/TV Show _____

Favorite Sport _____

Someone I Admire _____ Why? _____

Favorite Subject in School _____

Education Goal _____

Career Goal _____

Predicted Achievements by Age 25 _____

BEST COPY AVAILABLE

Getting to Know You

Name _____

Favorite Food _____

Favorite Book/TV Show _____

Favorite Sport _____

Someone I Admire _____ Why? _____

Favorite Subject in School _____

Education Goal _____

Career Goal _____

Predicted Achievements by Age 25 _____

Situation Card

First and Last Mortgage Co.

Last Monday Jonathan Couture applied for a $90,000, 30-year loan to buy a new home. You have called his employer and the credit bureau to do a background check on him. You have verified that he makes $30,000 a year and has worked for his company for four years. Couture's monthly payments will be about 26 percent of his income, which is acceptable if he has few other debts.

Through the credit bureau, however, you also discover that he has a monthly car payment of $250, and $3,000 outstanding on four different credit cards. Although he has never defaulted on a loan, he has few assets (savings is less than $2,000), and you wonder if he has overextended himself. Fill out the Three Cs Credit Rating Form and take a vote.

Junior Achievement

Situation Card

"A" Student Loans

Jill Bui has applied for a $10,000 student loan, renewable each year for four years, with your financial institution. She is a freshman in college, majoring in political science. She also works part time; her employer has confirmed that Jill's income this year will be $14,000. Her employer also told you freely that Jill is an excellent worker with management potential.

While your credit search shows that Jill has never established credit by borrowing money, she does own a car and has been partially supporting herself for the past two years. Fill out the Three Cs Credit Rating Form and take a vote.

Junior Achievement

Situation Card

Rudley's Imports

Yesterday Latoya Wood gave you a check for $5,000 toward the purchase of a $25,000 imported car and asked for a $20,000 loan for the rest. Today while performing a background check, you discover that she has no employment; her annual $60,000 income is from a trust fund set up by her parents. Latoya has told you that they will co-sign on her loan, which makes them responsible if she neglects to make loan payments.

Further, while Latoya has a history of buying things and not paying for them, as shown on her credit report from the credit bureau, her parents have a spotless record and assets in excess of $1 million. Fill out the Three Cs Credit Rating Form and take a vote.

Junior Achievement

Situation Card

Cash N Carry

Your company is a check cashing service for the local community. One of your frequent customers, Isaac Crawford, has again asked for a cash advance on his next paycheck.

But you have discovered that he is currently out of work. Your file on Isaac shows that he has been employed throughout the past year, but he has changed jobs three times. He has no assets; he lives in an apartment nearby and takes the bus.

In all the times Isaac has cashed checks and borrowed money from your company, he has never been late with a payment. Fill out the Three Cs Credit Rating Form and take a vote.

Junior Achievement

Junior Achievement®

Pre- and Post-Program Tests

If you wish to measure early in the program how much your students know about personal economics, consider duplicating and administering Test 1 of What's Your PEQ (Personal Economics Quotient)? of this packet.

The questions focus on Personal Economics' main concepts. The results will help you determine which activities to present and which concepts to stress.

Following the program, to see how much the class learned from your presentations, duplicate and administer Test 2 of What's Your PEQ (Personal Economics Quotient)? of this packet.

The two tests are identical to help you measure gains; however, if you stressed additional information, you may wish to add some items of your own.

The answer key is on the next page. The correct answers are in bold type.

BEST COPY AVAILABLE

© 1995 Junior Achievement Inc., MC100L-95

What's Your PEQ (Personal Economics Quotient)?
ANSWER KEY

Answers are in **bold type**.

1. Which of these business situations benefits from your making a good first impression?

   A. Meeting a customer
   B. Interviewing for a job
   C. Making a speech
   D. All of the above

2. Which of the following is something you would *not* do at a job interview?

   A. Smile
   B. Ask to use the phone
   C. Answer all questions completely
   D. Maintain eye contact

3. Stan has to choose between two cars he wants to buy. The Ford Festiva would get him to work just fine, but he really wants one of the new Mustangs. The Mustang would be considered

   A. a discrete item.
   B. a luxury item.
   C. a discretionary item.
   D. a necessary item.

4. Which of these is requested on a job application?

   A. Date of birth
   B. Religious affiliation
   C. Education
   D. Gender

5. The goods and services you give up in order to obtain something else are called

   A. a deficit.
   B. a sacrifice.
   C. an opportunity cost.
   D. discretionary items.

6. The three Cs of credit are

   A. character, capacity, and capital.
   B. character, capability, and collateral.
   C. character, capacity, and collateral.
   D. character, courtesy, and capital.

7. How much education do you plan to complete?

   A. High school
   B. Trade school/technical school
   C. Two-year college
   D. Four-year college or more

8. Sylvia deposits her paycheck in the bank. When she budgets her money, what should she do first?

   A. Pay her monthly bills.
   B. Set aside money for savings.
   C. Buy the CD player she wants.

9. Something accepted as payment for goods and services is known as

   A. trade.
   B. barter.
   C. exchange.
   D. money.

10. Which of these would you do to find out about a job?

    A. Fill out an application.
    B. Check the newspaper.
    C. Talk to people you know.
    D. All of the above.

What's Your PEQ (Personal Economics Quotient)?

Answer the questions to see what you know about personal economics. Don't worry if you don't know all of the answers. Your Junior Achievement consultant will be helping you learn more about personal economics in the coming weeks. Circle your answers.

1. Which of these business situations benefits from your making a good first impression?

   A. Meeting a customer
   B. Interviewing for a job
   C. Making a speech
   D. All of the above

2. Which of the following is something you would *not* do at a job interview?

   A. Smile
   B. Ask to use the phone
   C. Answer all questions completely
   D. Maintain eye contact

3. Stan has to choose between two cars he wants to buy. The Ford Festiva would get him to work just fine, but he really wants one of the new Mustangs. The Mustang would be considered

   A. a discrete item.
   B. a luxury item.
   C. a discretionary item.
   D. a necessary item.

4. Which of these is requested on a job application?

   A. Date of birth
   B. Religious affiliation
   C. Education
   D. Gender

5. The goods and services you give up in order to obtain something else are called

   A. a deficit.
   B. a sacrifice.
   C. an opportunity cost.
   D. discretionary items.

6. The three Cs of credit are

   A. character, capacity, and capital.
   B. character, capability, and collateral.
   C. character, capacity, and collateral.
   D. character, courtesy, and capital.

7. How much education do you plan to complete?

   A. High school
   B. Trade school/technical school
   C. Two-year college
   D. Four-year college or more

8. Sylvia deposits her paycheck in the bank. When she budgets her money, what should she do first?

   A. Pay her monthly bills.
   B. Set aside money for savings.
   C. Buy the CD player she wants.

9. Something accepted as payment for goods and services is known as

   A. trade.
   B. barter.
   C. exchange.
   D. money.

10. Which of these would you do to find out about a job?

    A. Fill out an application.
    B. Check the newspaper.
    C. Talk to people you know.
    D. All of the above.

BEST COPY AVAILABLE

What's Your PEQ (Personal Economics Quotient)?

Answer the questions to see what you have learned about personal economics during this program. Circle your answers.

1. Which of these business situations benefits from your making a good first impression?

   A. Meeting a customer
   B. Interviewing for a job
   C. Making a speech
   D. All of the above

2. Which of the following is something you would *not* do at a job interview?

   A. Smile
   B. Ask to use the phone
   C. Answer all questions completely
   D. Maintain eye contact

3. Stan has to choose between two cars he wants to buy. The Ford Festiva would get him to work just fine, but he really wants one of the new Mustangs. The Mustang would be considered

   A. a discrete item.
   B. a luxury item.
   C. a discretionary item.
   D. a necessary item.

4. Which of these is requested on a job application?

   A. Date of birth
   B. Religious affiliation
   C. Education
   D. Gender

5. The goods and services you give up in order to obtain something else are called

   A. a deficit.
   B. a sacrifice.
   C. an opportunity cost.
   D. discretionary items.

6. The three Cs of credit are

   A. character, capacity, and capital.
   B. character, capability, and collateral.
   C. character, capacity, and collateral.
   D. character, courtesy, and capital.

7. How much education do you plan to complete?

   A. High school
   B. Trade school/technical school
   C. Two-year college
   D. Four-year college or more

8. Sylvia deposits her paycheck in the bank. When she budgets her money, what should she do first?

   A. Pay her monthly bills.
   B. Set aside money for savings.
   C. Buy the CD player she wants.

9. Something accepted as payment for goods and services is known as

   A. trade.
   B. barter.
   C. exchange.
   D. money.

10. Which of these would you do to find out about a job?

    A. Fill out an application.
    B. Check the newspaper.
    C. Talk to people you know.
    D. All of the above.

Junior Achievement

ONGOING ACTIVITIES

These activities are designed for classes that have a particular interest in learning more about the stock market or banking and budgeting. For a few minutes at the beginning of each session, the students practice their skills at reading stock market tables or performing simple banking transactions.

Stock Market

Before class obtain a baseball card of a player students in your area might recognize. Obtain multiple copies of stock market reports from the newspaper the day before you attend class. Identify key local stocks and firms of particular interest to the students, and be sure to duplicate a Stock Transaction Record Form for each student or investment team.

Explain that stockholders are people who own shares of stock in corporations, one of three major forms of business in the United States. Through the sale of stock, corporations raise the money they need for new projects. People who buy shares of stock often are interested in earning dividends–shares in the corporation's profits. Also, they often buy and sell stocks in different corporations to make a profit as the stocks change in value.

To illustrate the idea of trading stock, hold up a baseball card and ask,

- How much do you suppose I paid for this card?
- What would happen to the card's value if the player were named Most Valuable Player?
- What would happen to the card's value if I were to save it for 20 years and the player were voted into the Hall of Fame?
- What would happen to the card's value if the player broke his leg and never played baseball again?

Explain that as with baseball cards the value of a stock can change with the success of a company and events in the world. Ask the students to suggest some events that might influence the value of stocks of companies in the following industries:

Aerospace: the successful launching of a space shuttle

Motion pictures: the production of a blockbuster movie

Airplane manufacturing: an airplane crash

Hamburgers: news that beef is high in cholesterol

© 1995 Junior Achievement Inc., MG107-95

Activity—Investing in the Stock Market

Distribute a copy of the stock market table. Identify the key terms students will need to understand. Focus on the closing price that students will use to make their initial purchase decisions.

Have the students work as individuals or as investment teams of three to four students to select stocks from a newspaper or from some community businesses you've selected. They must try to invest all of their funds (whatever amount you establish) and must have less than $200 cash on hand after their investments have been made. They should record their transactions on the "Stock Transaction Record Form," following this activity.

In the following weeks, take 10 to 15 minutes for the students to update their charts, make sales and purchases, and discuss the week's results. If some students need help, compute and post their decisions for them so that the computations do not discourage or impede discussion. For other students, group or individual projects that involve submitting a portfolio and a written rationale for their weekly decisions can generate meaningful discussion.

Use various incentives to build competition and excitement into the activity. For example,

- Give cash dividends (see money master) to those three or four students or the group whose investments are worth the most at the end of the activity.
- Compete with the students on their weekly decisions and reward them accordingly.
- Promise to award the final winning investor a share of stock from that company or yours, company box seats to a ball game, pizza, etc.
- If you are using cash incentives, credit $15 to an investor's account for finding a newspaper article about one of his or her listed companies.

Banking and Budgeting

Before class, check with a local bank for sample banking forms, checks, and check registers, or use the masters that follow this activity to duplicate forms for each student. Duplicate the Weekly Income and Expenses cards. Spend five minutes each week having the students draw the cards and write the appropriate checks and deposits. You may add to the them by using local issues or topics based on your class discussions. Students can work individually or in groups (families) to assist one another in balancing their checkbooks and solving problems.

Wages provide an incentive for students to participate in the class. Assign a beginning balance to each student. Duplicate a supply of money and banking forms. Pay the students established amounts for participation in the class. A sample wage scale follows:

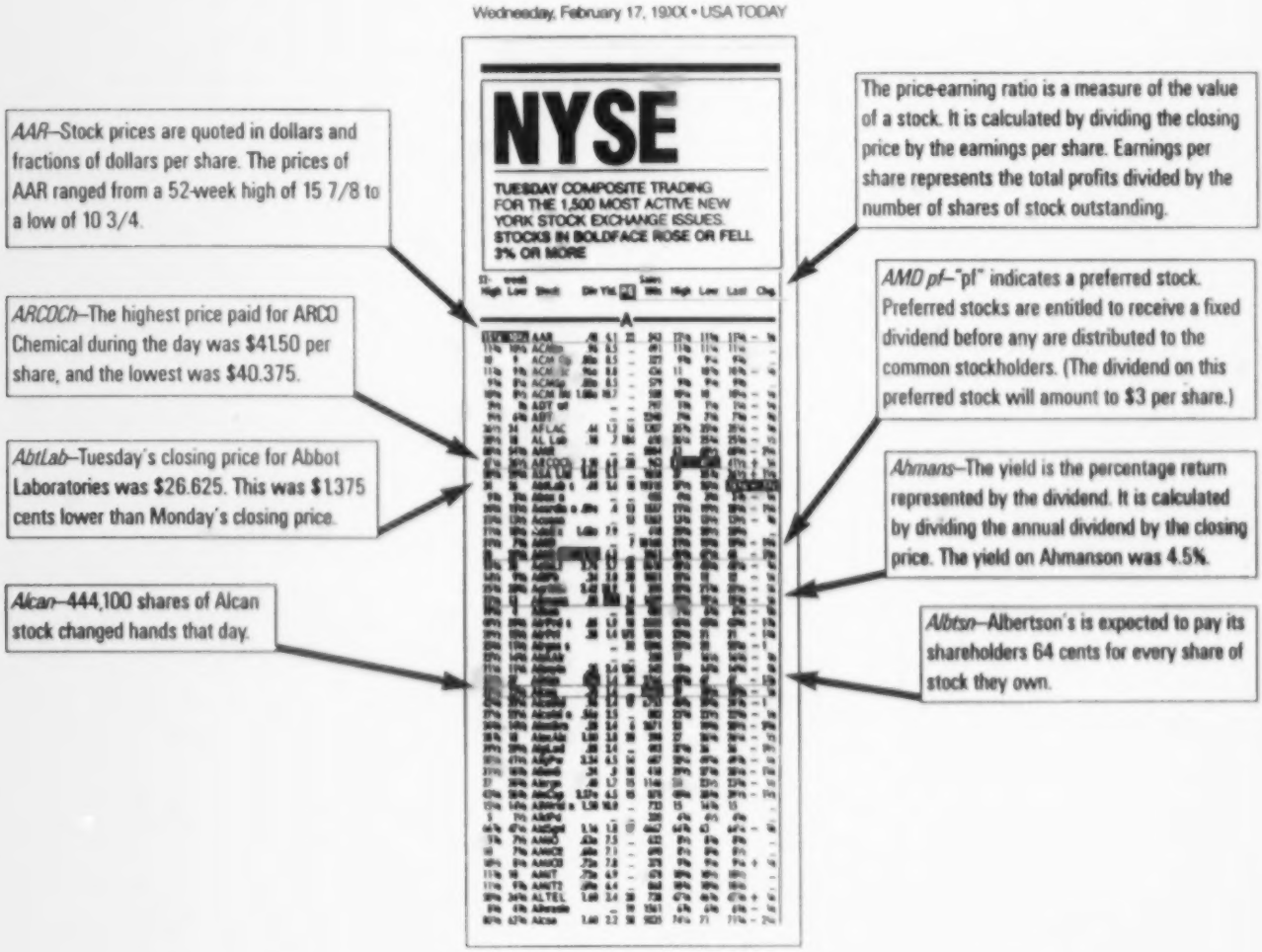
- Attendance: $20
- Winners of class activities: $5
- Extra credit for special projects, student-initiated projects, extraordinary efforts, etc.: $5-$10
- Prepared in class: $3
- Submitting assigned homework: $3
- Oral presentations: $3

From time to time during the semester or at the end of the program, let students spend their money. The following ideas have been used successfully by consultants:

- Tempt the students to spend their money during activities that require money.
- Gather items for an auction. Ideas for auction items include promotional items from your business, key chains, calendars, notebooks, pens, pencils, decals, coupons, candy bars, gum, erasers, etc. Conduct the auction on your last visit.

Stock Market Table

Many people put their money in bank accounts to earn interest so that their savings will grow. Others invest in U.S. savings bonds, corporate bonds, mutual funds, and the stock market. A stock is a share of the ownership of a corporation. Stocks are traded every day at several stock exchanges around the country. The New York Stock Exchange is the largest and the best known. The example below is taken from a typical newspaper summary of trading on the NYSE. The captions will help you understand what the numbers mean.


Wednesday, February 17, 19XX • USA TODAY
NYSE
TUESDAY COMPOSITE TRADING FOR THE 1,500 MOST ACTIVE NEW YORK STOCK EXCHANGE ISSUES. STOCKS IN BOLDFACE ROSE OR FELL 3% OR MORE
AAR–Stock prices are quoted in dollars and fractions of dollars per share. The prices of AAR ranged from a 52-week high of 15 7/8 to a low of 10 3/4.
ARCOCh–The highest price paid for ARCO Chemical during the day was $41.50 per share, and the lowest was $40.375.
AbtLab–Tuesday's closing price for Abbot Laboratories was $26.625. This was $1.375 cents lower than Monday's closing price.
Alcan–444,100 shares of Alcan stock changed hands that day.
The price-earning ratio is a measure of the value of a stock. It is calculated by dividing the closing price by the earnings per share. Earnings per share represents the total profits divided by the number of shares of stock outstanding.
AMD pf–"pf" indicates a preferred stock. Preferred stocks are entitled to receive a fixed dividend before any are distributed to the common stockholders. (The dividend on this preferred stock will amount to $3 per share.)
Ahmans–The yield is the percentage return represented by the dividend. It is calculated by dividing the annual dividend by the closing price. The yield on Ahmanson was 4.5%.
Albtsn–Albertson's is expected to pay its shareholders 64 cents for every share of stock they own.

Conversion of fractions to cents.

1/8	12.5 cents	5/8	62.5 cents
1/4	25 cents	3/4	75 cents
3/8	37.5 cents	7/8	37.5 cents
1/2	50 cents		

Stock Transactions

1. You have _____ to spend on stocks. Enter that amount as your Beginning Balance in column 6.

2. Select up to three stocks for purchase and buy in groups of 100 shares. You may buy or sell stocks once each week.

3. Write the name of each stock you choose in column 1 on consecutive unshaded lines, and write its price next to it in column 2, Price. (Use previous day's closing price.)

4. If you bought shares, enter the number bought in column 3.

5. If you sold shares, enter the number in column 4. (After the first week you may need to sell stock in order to purchase stock in a different corporation.)

6. In column 5 place the total value of each stock you purchased or sold. (To get the total, multiply the number of shares by the price per share.)

7. Finally, in column 6 figure a new balance by adding stock sales or subtracting stock purchases and entering the results on the shaded line.

STOCK TRANSACTION RECORD FORM

Date	1 Stock Name	2 Price	3 Number Shares Bought	4 Number Shares Sold	5 Number X Price	6 Balance _____ (Running Balance)

Weekly Income and Expenses

Give the students the following instructions:

1. As you are paid your weekly income at each session, enter your income as a deposit in your check register.

2. Draw a Weekly Income and Expenses card. It may be a windfall (unexpected income), moonlight money (additional earnings from odd jobs), or an unexpected expense. Write a check or record a deposit.

   - ▲ Enter the amount of money associated with each situation in your checkbook record as an additional deposit, or prepare a check to cover the expense.
   - ▲ Make your checks payable to the appropriate business or individual.
   - ▲ If your unexpected expenses and weekly expenses are more than your weekly income, write your weekly expense check for only the amount of your "needs."

3. Balance your checkbook each week after all transactions are complete.

Windfall **$50** Won radio station contest by answering your telephone with the words "KZAP plays the hits."	**Expense** **$30** Your alarm clock rings only at midnight. You buy a new one.	**Moonlight Money** **$25** You helped a neighbor move on Saturday.
Windfall **$45** Won cooking contest with your famous "heartache" chili recipe.	**Expense** **$20** Your video game is overdue at the public library. Fine: $1 per day.	**Moonlight Money** **$40** You washed and waxed cars in the neighborhood.
Windfall **$50** Your picture of gum on the sidewalk won "Best Still Life" from the Shutterbug Club.	**Expense** **$50** Your Frisbee glides through the neighbor's closed window. You replace it.	**Moonlight Money** **$30** You delivered flowers for a local florist during the holiday rush.
Windfall **$40** You found a rare copy of a Batman comic.	**Expense** **$15** You dropped "extra sauce" pizza on your best clothes. They need extra cleaning.	**Moonlight Money** **$25** You ran errands for neighbors.
Windfall **$40** You notice that Billy Martin's face is on your Tommy Lasorda baseball card.	**Expense** **$40** You lost a contact lens playing football.	**Moonlight Money** **$15** You baby-sat Friday night.
Windfall **$15** Your school science project took the blue ribbon.	**Expense** **$35** You won honorable mention at a pie eating contest. You had your stomach pumped.	**Moonlight Money** **$20** You gave tennis lessons on the weekend.

Stock Transactions

1. You have _____ to spend on stocks. Enter that amount as your Beginning Balance in column 6.

2. Select up to three stocks for purchase and buy in groups of 100 shares. You may buy or sell stocks once each week.

3. Write the name of each stock you choose in column 1 on consecutive unshaded lines, and write its price next to it in column 2, Price. (Use previous day's closing price.)

4. If you bought shares, enter the number bought in column 3.

5. If you sold shares, enter the number in column 4. (After the first week you may need to sell stock in order to purchase stock in a different corporation.)

6. In column 5 place the total value of each stock you purchased or sold. (To get the total, multiply the number of shares by the price per share.)

7. Finally, in column 6 figure a new balance by adding stock sales or subtracting stock purchases and entering the results on the shaded line.

STOCK TRANSACTION RECORD FORM						
Date	1 Stock Name	2 Price	3 Number Shares Bought	4 Number Shares Sold	5 Number X Price	6 Balance _____ (Beginning Balance)

Weekly Income and Expenses

Give the students the following instructions:

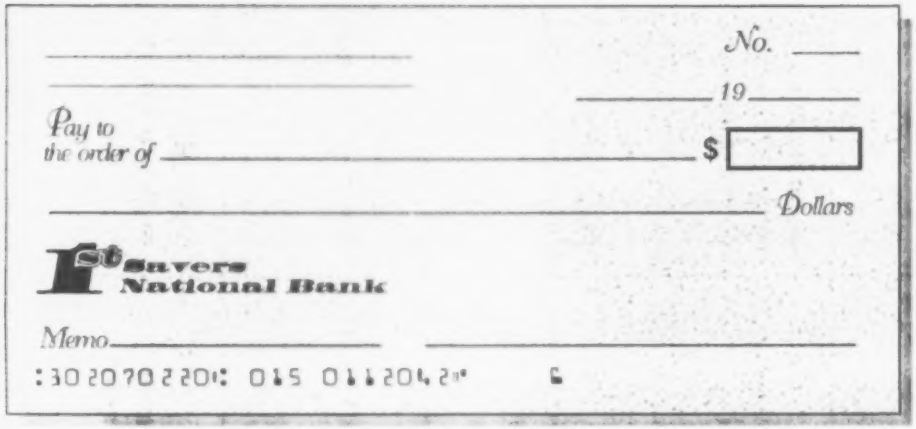
1. As you are paid your weekly income at each session, enter your income as a deposit in your check register.

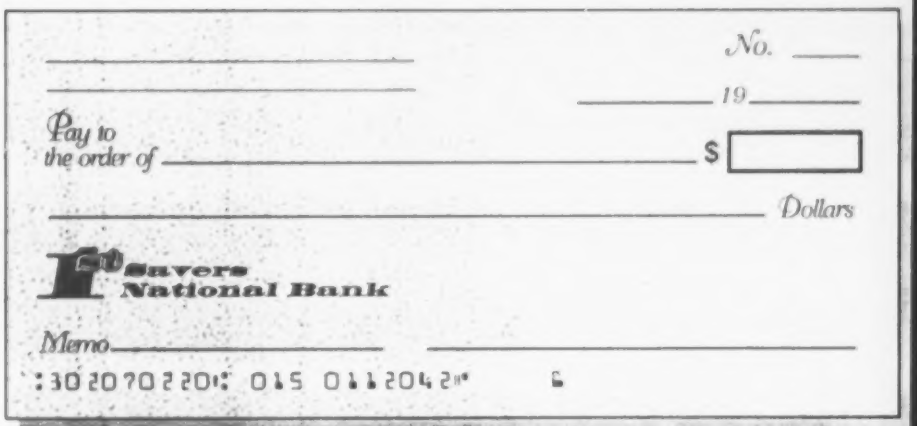
2. Draw a Weekly Income and Expenses card. It may be a windfall (unexpected income), moonlight money (additional earnings from odd jobs), or an unexpected expense. Write a check or record a deposit.

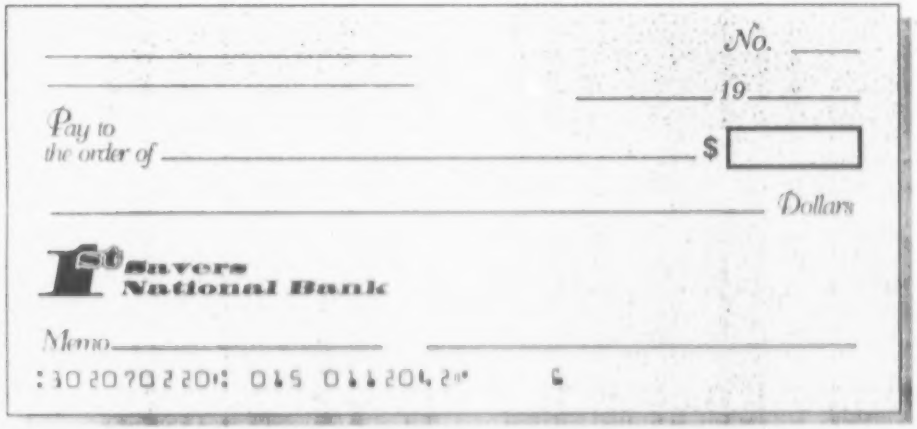
   - ▲ Enter the amount of money associated with each situation in your checkbook record as an additional deposit, or prepare a check to cover the expense.
   - ▲ Make your checks payable to the appropriate business or individual.
   - ▲ If your unexpected expenses and weekly expenses are more than your weekly income, write your weekly expense check for only the amount of your "needs."

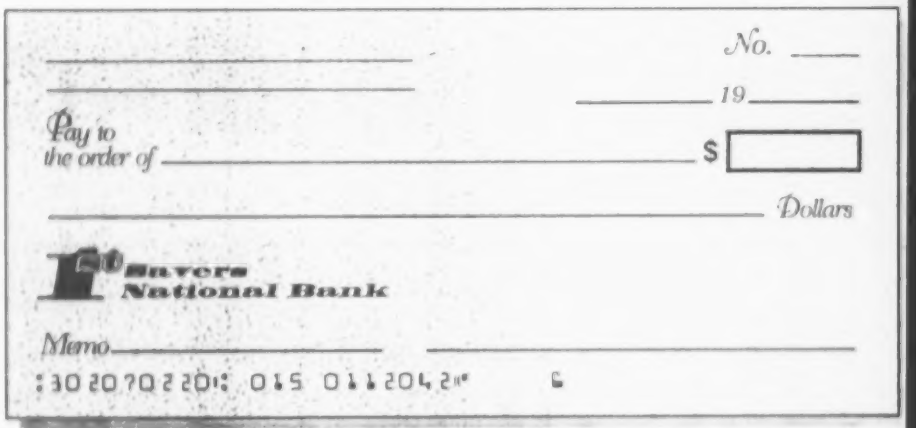
3. Balance your checkbook each week after all transactions are complete.

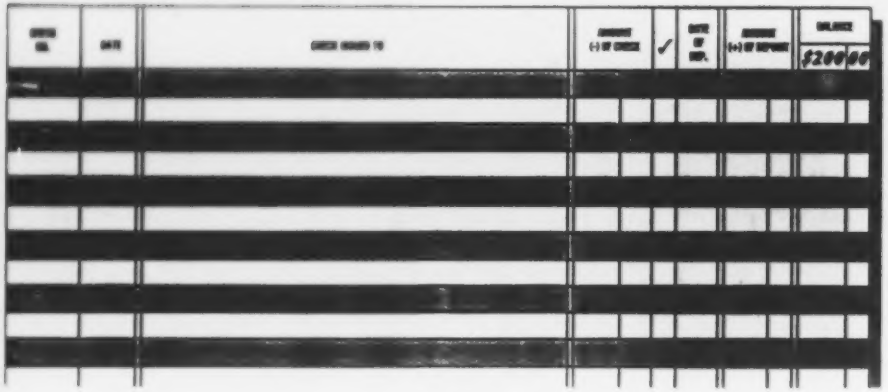
Windfall **$50** Won radio station contest by answering your telephone with the words "KZAP plays the hits."	**Expense** **$30** Your alarm clock rings only at midnight. You buy a new one.	**Moonlight Money** **$25** You helped a neighbor move on Saturday.
Windfall **$45** Won cooking contest with your famous "heartache" chili recipe.	**Expense** **$20** Your video game is overdue at the public library. Fine: $1 per day.	**Moonlight Money** **$40** You washed and waxed cars in the neighborhood.
Windfall **$50** Your picture of gum on the sidewalk won "Best Still Life" from the Shutterbug Club.	**Expense** **$50** Your Frisbee glides through the neighbor's closed window. You replace it.	**Moonlight Money** **$30** You delivered flowers for a local florist during the holiday rush.
Windfall **$40** You found a rare copy of a Batman comic.	**Expense** **$15** You dropped "extra sauce" pizza on your best clothes. They need extra cleaning.	**Moonlight Money** **$25** You ran errands for neighbors.
Windfall **$40** You notice that Billy Martin's face is on your Tommy Lasorda baseball card.	**Expense** **$40** You lost a contact lens playing football.	**Moonlight Money** **$15** You baby-sat Friday night.
Windfall **$15** Your school science project took the blue ribbon.	**Expense** **$35** You won honorable mention at a pie eating contest. You had your stomach pumped.	**Moonlight Money** **$20** You gave tennis lessons on the weekend.


No.
19
Pay to
the order of
$
Dollars
Savers
National Bank
Memo
:30207022O: 015 011204 2"


No.
19
Pay to
the order of
$
Dollars
Savers
National Bank
Memo
:30207022O: 015 011204 2"


No.
19
Pay to
the order of
$
Dollars
Savers
National Bank
Memo
:30207022O: 015 011204 2"


No.
19
Pay to
the order of
$
Dollars
Savers
National Bank
Memo
:30207022O: 015 011204 2"



						$200 00

Deposit Ticket

DATE _____ 19 _____

Deposits May Not Be Available For Immediate Withdrawal

Sign Here For Cash Received (If Required)

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

1st Savers National Bank

BE SURE EACH ITEM IS PROPERLY ENDORSED

:30207022O: 015 011204,2" 6

Deposit Ticket

DATE _____ 19 _____

Deposits May Not Be Available For Immediate Withdrawal

Sign Here For Cash Received (If Required)

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

1st Savers National Bank

BE SURE EACH ITEM IS PROPERLY ENDORSED

:30207022O: 015 011204,2" 6

Deposit Ticket

DATE _____ 19 _____

Deposits May Not Be Available For Immediate Withdrawal

Sign Here For Cash Received (If Required)

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

1st Savers National Bank

BE SURE EACH ITEM IS PROPERLY ENDORSED

:30207022O: 015 011204,2" 6

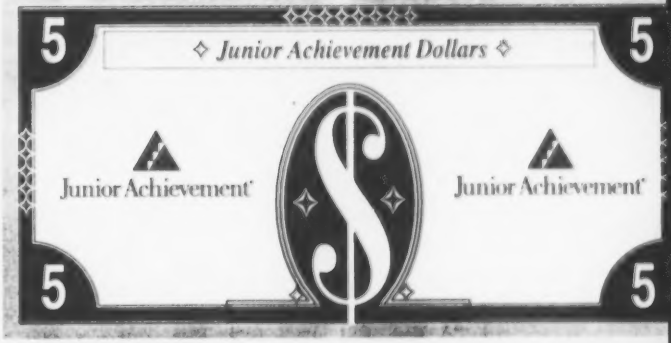
1
Junior Achievement Dollar
1
Junior Achievement
Junior Achievement
1
1

1
Junior Achievement Dollar
1
Junior Achievement
Junior Achievement
1
1

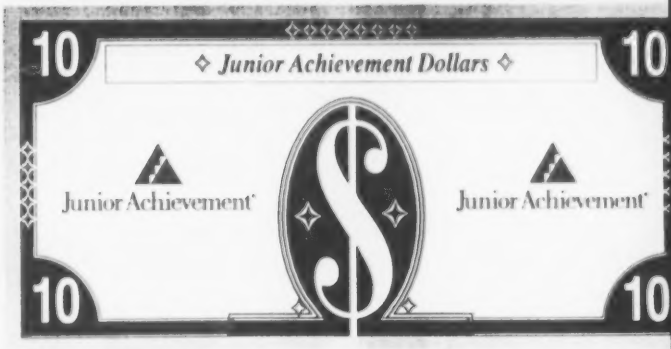
1
Junior Achievement Dollar
1
Junior Achievement
Junior Achievement
1
1

1
Junior Achievement Dollar
1
Junior Achievement
Junior Achievement
1
1

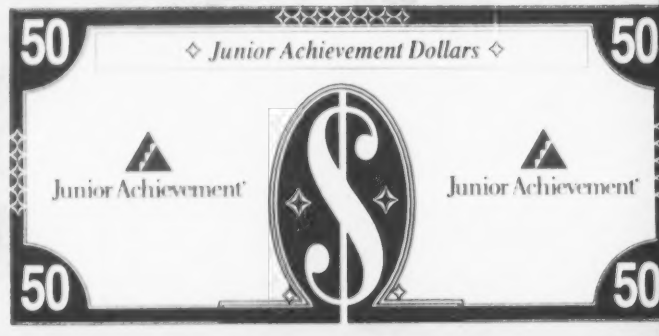
5
Junior Achievement Dollars
5
Junior Achievement
Junior Achievement
5
5


5
Junior Achievement Dollars
5
Junior Achievement
Junior Achievement
5
5

10
Junior Achievement Dollars
10
Junior Achievement
Junior Achievement
10
10


10
Junior Achievement Dollars
10
Junior Achievement
Junior Achievement
10
10

20
Junior Achievement Dollars
20
Junior Achievement
Junior Achievement
20
20


50
Junior Achievement Dollars
50
Junior Achievement
Junior Achievement
50
50

Junior Achievement

PUTTING IT TOGETHER

OVERVIEW

The students participate in a review game and discuss key concepts from Personal Economics.

PREPARATION

Study the review games described in the activity plan below and determine which game you will play. Depending on the one you choose, ask the teacher to be scorekeeper and/or judge.

Study the questions provided and select the ones you intend to use. Consider duplicating and separating the questions so they can be sorted into categories or drawn from a container. Add your own questions so you can be sure to review important concepts or current issues you have emphasized during your presentations.

Also, students can work individually or in small groups to develop review questions. Ask each student to skim *Making Cents* and to write out two or three questions and the correct answers for the review activity. Student-developed questions may need to be revised somewhat as you read them.

Many consultants enjoy providing small prizes or treats for students who answer review items correctly. If you would like to give out candy or similar food items, be sure to check with the teacher first.

Certificates of Achievement are in your kit. Be prepared to distribute them at this final session. Obtain a list of student names so you can fill out the certificates before class. Ask the teacher to check the spelling of the names.

MATERIALS

- *Making Cents* (optional)
- Personal Economics certificates
- Table tents
- Review game prizes or treats (optional, not in kit)

PRESENTATION

Introduction

Greet the students and remind them that throughout the program you have been emphasizing the importance of personal economics in their lives.

Explain that today you will review many key ideas and terms they have been learning during Personal Economics.

Activity

Use one of the review games suggested here. Before playing any of the games, sort your review questions by level of difficulty. (Each item is coded "H"–hard, "M"–medium, or "E"–easy.) Depending on your experience and your knowledge of the students, adjust the ratings on the prepared questions and rate the questions you or the students develop.

Most of the games suggested use items of varying difficulty levels.

CHANCE OR CHALLENGE

Place questions of different levels of difficulty in separate bowls or other containers.

Divide the class into two teams and flip a coin to determine which team will answer the first question. For purposes of these instructions, Team A will begin; Team B will follow.

© 1995 Junior Achievement Inc., MG112-95

BEST COPY AVAILABLE

The first student on Team A will be given the "chance" to select the level of difficulty of the question he or she wants to answer. (Hard questions are worth five points; medium questions, three points; and easy questions, two points.) If the student answers correctly, his or her team earns the appropriate number of points. . . but not before the opposing team is given the opportunity to "challenge."

- Any student on the challenging team may challenge the first student's answer.
- If there is no challenge, the first student's team receives the appropriate number of points for a correct answer or no points for an incorrect answer.
- If the first student is correct and the challenger is incorrect, the answering student's team receives its points and the challenging team loses the appropriate number of points (five for a hard question, three for a medium question, and two for an easy question).
- If the first student is incorrect and the challenge is correct, the challenging team gets the points.
- If the first student is incorrect and the challenge is incorrect, neither team receives points.

The team answering or challenging correctly is awarded the next "chance."

- If neither team answers correctly, the challenging team takes another "chance."

Keep a running total for both teams on the chalkboard. Ask the teacher to be scorekeeper and judge.

The team with the most points wins.

TIC TAC TOE

This game is a variation on Chance or Challenge and the old television game show, *Hollywood Squares*.

Arrange nine desks in a square in the center of the classroom. Assign nine students (or nine pairs to increase participation) to the desks. Ask each of these students to write a large X on one side of his or her table tent and a large O on the other.

Invite two "contestants" to the front of the room, one will play Xs, the other Os.

As master of ceremonies, ask contestant X to select a student/box in the tic-tac-toe grid.

Then select a question at random for the student in the grid to answer correctly or bluff. The contestant must give the correct answer or agree with the student in the grid.

- Contestants are awarded "squares" by confirming that the student in the grid has answered correctly or by correcting a bluffed answer.
- No square is awarded if a bluff is not corrected.
- When a square is awarded, the student in the grid should display his or her table tent with the appropriate letter facing the contestants.

Play shifts to contestant O and continues in the same manner, until there are three Xs or Os in a row.

Select new contestants and students for the tic-tac-toe grid after each game.

TRIVIA

Divide the class into four or five teams.

Ask each team, in turn, a question. Draw questions of different difficulty levels at random from a container.

- Award five points for hard questions, three points for medium questions, and two points for easy questions.
- Teams must agree on an answer in the amount of time you specify. (Thirty seconds should be adequate.)
- Incorrect answers receive no points. (You may award two points to the next team if it can answer a missed question correctly.)

Ask the teacher to keep a running tally of points on the chalkboard and to serve as timekeeper and judge.

The team with the most points is the winner.

Summary and Review

Award prizes to winning teams or individuals.

Review briefly the ideas you believe will be most important to the students and explain how you have benefited from your time with them.

Distribute the Certificates of Achievement with a little flair and ceremony.

Shake students' hands as you give them their certificates.

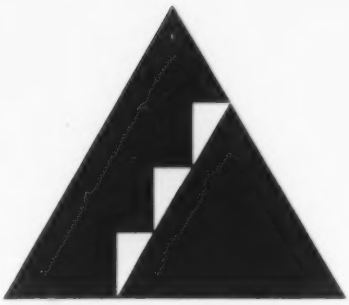
E True or False: You can't gain work experience before age 16. **False. There are many job opportunities, both paid and volunteer, available to young people.**	H **The goods or services that must be given up in order to obtain other goods and services are called _____.** **opportunity costs**
H James earned $500. He saved $50 and spent $450 on food, rent, and other items. His budget is _____. **balanced**	H Name one item that *must* be paid and one that *should* be paid out of your income. **Taxes must; savings should.**
M "How can I be overdrawn? I still have checks left!" Why is this statement incorrect? **The number of checks you have has nothing to do with the amount of money in your checking account. That's why it's important to keep your check register up to date.**	E Give two tips to help people spend money wisely. **Check ads, plan purchases, shop and compare prices, consider used vs. new, postpone replacement, consider warranties, watch for a sale, negotiate price, look for quality, look for recyclables**
H If you deposit $100 in the bank and a year later you have $110, but you have not made any deposits, what happened? **The bank paid you interest.**	E Name one disadvantage to using credit. **Credit adds debt to one's finances. An item's cost increases because of added fees/interest. It's easy to overspend.**
E Name one advantage to using credit. **Immediate use of goods or services, ability to take advantage of good sales, and safe/convenient alternative over carrying cash**	M Ernest was turned down for a loan because he lacked capacity. What is capacity? **Ability to repay, based on source of income, current job, etc.**
M Joan was granted a loan based on outstanding character. What did the loan company mean? **Joan's reputation for honesty, responsibility, good conduct, hard work, and stability**	H What is the first thing that should be deducted from take-home pay? **Savings**
E Give an example of one way you can gain work experience. **Answers will vary: paid or volunteer work, chores, etc.**	E Something accepted as payment for goods or services is called _____. **money**
E What is an interview? **An opportunity to sell yourself to a future employer**	H What are dividends? **The part of corporate profits paid to stockholders**
M If you went to the bank to buy a CD, you would get a _____. A. cash deposit B. compact disc **C. certificate of deposit**	H Brian wants to put his money in one investment that covers several stocks from major companies. He is investing in A. a certificate of deposit. C. a preferred stock. **B. a mutual fund.**
E This program has been offered to you by what organization? **Junior Achievement**	M Name one piece of information you can withhold from an employer. **Any reference to gender, age, race, ethnicity, religious affiliation, etc. that could make you the object of discrimination**

E	Which of the following business situations benefits from your making a good first impression? A. Meeting a customer B. Interviewing for a job C. Making a speech **D. All of the above**	E	Name two things you should be sure to do at an interview. **Smile, avoid nervous habits, don't criticize a former boss, sit up straight, maintain eye contact, answer all questions completely, show interest, ask about opportunities, sell yourself**
E	How will having a high school or college diploma impact your future career? **Increased ability to find a job OR increased level of pay**	E	Talking to people you know, looking at ads, and filling out applications are ways to do what? **Find out about jobs**
M	Why are the first few minutes of a greeting so critical? **Because you'll never get another chance to make a good first impression**	E	When income equals expenses, your budget is _____. **balanced**
M	Name two things you should do when first meeting someone. **Smile, stand up straight, maintain eye contact, stay calm, look confident, etc.**	M	Name one thing to consider when evaluating a job. **Income, security, safety, opportunity for advancement, working conditions, additional training or education needed, stress, etc.**
M	Name two ways you can tell employers you have the skills for the job. **Job application, interview, résumé, entrance exam**	M	Slogans and appeals to reason are techniques used by _____. **advertisers**
M	If you are interested in learning more about a job, what has the U.S. Dept. of Labor identified that you should investigate? **Career or occupational clusters**	E	What tool do people use to plan their income and expenses? **A budget**
E	What level of education do the fastest-growing jobs require? A. High school diploma B. Technical degree **C. College degree** D. Graduate degree	E	Troy is always at work 15 minutes early. An employer would say he is A. cooperative. **B. punctual and dependable.** C. tardy D. obsessive compulsive
H	Name three jobs in the career cluster "Life/Physical Sciences." **Forester, Biologist, Chemist, Meteorologist, etc.**	E	Why do most people work? **To earn money to pay for the things they want**
M	What types of schools would one investigate to learn a trade such as carpentry? **Apprenticeships, technical colleges, two-year colleges**	E	Americans enjoy many freedoms. How does our freedom apply to careers? **We have the freedom to accept or reject job opportunities.**
E	Which of the following should not be given to an employer along with your job application? A. Résumé B. Letters of Recommendation **C. Picture of yourself**	M	Greg and his friends want to go to the movies. Economists would call movie tickets a _____. **A. discretionary item** B. luxury item C. necessary item

Junior Achievement®

Personal Economics™

MAKING CENTS



Junior Achievement®

Personal Economics™

MAKING CENTS

Copyright • 1995
Junior Achievement Inc.
Colorado Springs, Colorado

The text of this publication, or any part thereof, may not be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, storing in an information retrieval system, or otherwise except in the course of conducting a registered Junior Achievement class or with the permission of the publisher.

Printed in the United States of America
97 96 95 10 9 8 7 6 5 4 3 2 1

letter home

Junior Achievement®

Dear

Guess what? This semester I'm in a Junior Achievement program. Each week a local business person, called a consultant, will be visiting my class to help me understand more about personal economics. We'll be talking about skills and interests, career opportunities, planning a budget, and saving and investing money.

The consultant visiting my class is from

The consultant's job is

I met the consultant today, and the activities we'll be doing sound like they'll be interesting and fun.

I'll tell you more about the program later.

Yours,

a note about

Junior Achievement

Junior Achievement Inc. is a not-for-profit organization financed by over 100,000 businesses, foundations, and individuals. The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

Since its founding in 1919 by Horace A. Moses, president of Strathmore Paper Company (Springfield, Massachusetts), Junior Achievement has contributed to the business and economics education of young people in 3,300 communities in the United States and other countries. In the United States, over 55,000 volunteers present Junior Achievement programs each year.

Junior Achievement's programs for kindergarten through grade 12 include the following:

Applied Economics is an in-school, one semester course introducing economics to high school sophomores, juniors, and seniors. The students use a textbook, a study guide, and computer software developed and produced by Junior Achievement. Theoretical concepts are enriched by the experience of organizing and operating a "student company," by a computer management simulation, and by weekly visits from a business volunteer.

The International Student Forum is an annual conference for students from throughout the world. This extended learning experience for Junior Achievement students consists of educational workshops, group discussions with top business leaders, and leadership development activities.

The Company Program, the original Junior Achievement program, provides high school students with practical business experience through the organization and operation of an after-school business enterprise. With the assistance of business volunteers, the students gain insights into the complexities and rewards of the American economic system.

The Middle Grades Program is an in-school, economics and business curriculum for seventh-, eighth-, and ninth-grade students. It is organized around three major themes: *Personal Economics, Enterprise in Action,* and *The International Marketplace*. A business volunteer, who is a role model for the students, presents eight to 10 activities on one theme.

The Elementary School Program is an economics and business curriculum for students in kindergarten through grade six. Participants learn about the roles they play as individuals, workers, and consumers. Through lively discussions and activities, the students discover how basic economic concepts apply to their lives—today and in the future. Like Junior Achievement's other programs, the Elementary School Program is presented by Junior Achievement volunteers, with support from classroom teachers.

All Junior Achievement programs are field tested in classrooms and updated in response to comments from teachers, students, and consultants. Each program is evaluated by an independent research firm. The results of these evaluations are used to revise and improve the instructional materials.

Junior Achievement Inc.
One Education Way
Colorado Springs, CO 80906

table of contents

first impressions make lasting impressions ..... page 2
logo crosswits ..... page 3
career interest inventory ..... page 4
what are my strengths? ..... page 5
life map ..... page 6
career evaluations ..... page 9
what the future holds ..... page 10
meeting your goals ..... page 11
life map, part two ..... page 13
how to read classified ads ..... page 14
job application ..... page 15
sheila needs work ..... page 16
sample resume ..... page 17
wrong way Q and A ..... page 18
tips for interviewing ..... page 19
planning a personal budget ..... page 20
monthly budget planning form ..... page 21
write checks right ..... page 22
a penny earned ..... page 25
personal savings/investing fact sheet ..... page 26
savings/investment problems ..... page 27
sample ads ..... page 28
analyzing advertising ..... page 30
making a good buy ..... page 31
three cs credit rating form ..... page 32
calculating credit ..... page 33
credit application ..... page 34
glossary of terms ..... page 35

first impressions make lasting impressions

Who do you try to impress? When you meet someone for the first time, you have roughly 60 seconds to make an impression; in that brief time you can make or break a relationship. But don't panic. Instead, be cool, calm, and collected.

In business the first impression often is made with a handshake. It's a business custom–a ritual–and it's important to know how, even if an occasion doesn't call for it.

Perhaps you've had people tell you, "Stand up straight! Hold your head up! Look at me when you're talking!" Guess what? They were right!

When you approach someone to shake hands, stand up straight, look the person in the eyes, and most of all–SMILE! You'll show confidence and competence, both critical to effective communication.

So, are the worlds of business and school different? Not really. You may not shake hands with students you meet for the first time, but you can still smile, hold your head up, and maintain eye contact.

And keep in mind that even in the business world, once two people get to know each other, they exchange greetings in a manner that is comfortable for both of them.

Make That First Impression Count

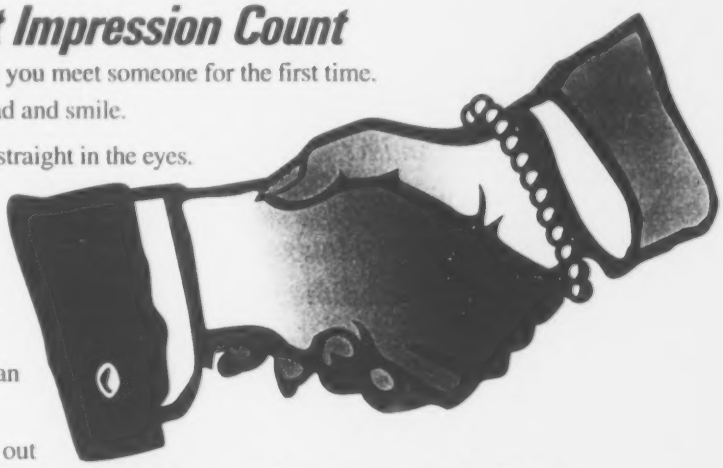
Keep these tips in mind when you meet someone for the first time.

Look confident. Lift up your head and smile.

Be respectful. Look the person straight in the eyes.

Show you care. Address the person in a pleasant tone of voice.

Pay attention. Use the person's name right away to let him or her know you plan to remember it.



Look capable. Keep your hands out of your pockets, and maintain eye contact as you shake the person's hand firmly.

Take pride in yourself. Stay calm, and make sure your appearance is neat and clean.

Be sensitive. Treat all people with equal respect; talk to people in wheelchairs and talk directly to deaf people, even if they use an interpreter.

Use good manners. Touch others to shake hands only. In fact, don't insist on shaking hands if others cannot or don't want to. Maintain eye contact, nod your head slightly, and always smile.

Use good speech. Speak clearly and choose your words carefully.

You never get a second chance to make a good first impression!

LOGO CROSSWITS

Logos and slogans communicate powerful messages to the public. They help you recognize and remember a business and promote a particular image or feeling about the company. They also can increase sales.

Firms spend thousands of dollars creating the best names for their companies and products. For example, the highly successful Häagen Dazs ice cream has a nice, imported sound for a company founded in the United States. And consider the effort automobile manufacturers put into naming a new car like the Saturn.

If you picked a name for a company, would you want a name that's cute or clever? One with authority or pizzazz? A company's name or slogan must be catchy and easy to remember, but it also must communicate values that appeal to your customers.

Directions

Complete the crossword puzzle by identifying the companies whose logos and slogans appear here. Write the name of each company in the appropriate boxes of the crossword puzzle. Check with your teacher or consultant for the answers! What do you think of when you see these logos or hear these slogans?

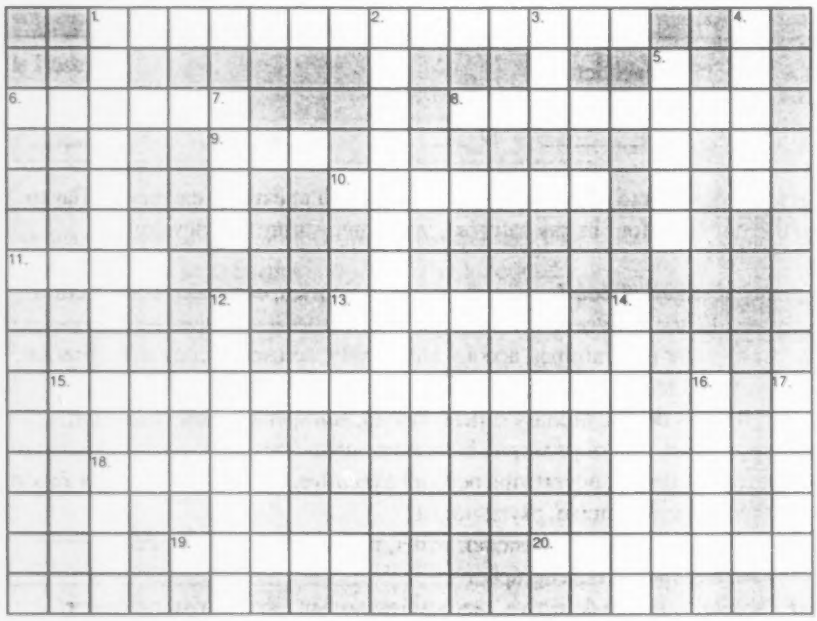
ACROSS

1.
6.
8.
9.
10.

11. Quality is Job One
13.
15.
18. Gotta Have it!
19.
20. Because your smile was meant to last a lifetime

DOWN

7. Just Do It
1. When you care enough to send the very best
12.
2.
14. Can't Beat The Real Thing
3.
16.
4.
17.
5. Show Your True Colors
18.



career interest inventory

Directions

Circle the letter of each statement that best describes you. Circle as many as you wish, but try to limit your choices to the statements you feel most strongly about.

A. I like playing team sports.
B. I like working on jigsaw or crossword puzzles.
C. I like it when others ask my advice.
D. I like talking on the phone.
E. I doodle in my notebooks.
F. I am curious about many things.

A. I enjoy working with my hands: gardening, fixing bikes or cars, cooking, sewing, etc.
B. I always make lists of things to do.
C. I'd rather try to earn money working by myself than by working for a large company.
D. Helping others makes me feel good.
E. I enjoy using my imagination to write stories.
F. Science is my favorite subject in school.

A. I like working with tools.
B. I feel better when my room is neat.
C. I'd rather work on a project with a group than by myself.
D. I'm not shy about expressing my opinions.
E. I would enjoy redecorating my room.
F. I find the magazines such as *Time* and *Newsweek* interesting.

A. I'd rather be outdoors than indoors.
B. Math is my favorite subject.
C. Making my own decisions is important to me.
D. I like to seek advice in solving problems.
E. I'd rather be in a play than watch one.
F. I enjoy observing the weather, plants, or animals.

A. I like having pets.
B. My handwriting is neat and clear.
C. I'd enjoy being mayor.
D. I like having a pen pal or keeping a diary.
E. I'd rather work by myself than in a group.
F. I like to take things apart to see how they work.

A. I'd rather ride a bike than watch TV.
B. I'd enjoy using a computer.
C. I'd make a good team captain.
D. I find it easy to meet people and make new friends.
E. My favorite subject is music (art, ceramics).
F. I'm concerned about the environment.

Enter the number of times you circled each letter.

A _____ B _____ C _____ D _____ E _____ F _____

If you have a score of four or more next to any one letter, you may wish to explore careers similar to those listed below. If you did not score four in any category, your interests are still developing.

A Outdoor-oriented: civil engineer, coach, pilot, farmer, veterinarian, carpenter, construction contractor, park ranger, landscape architect

B Detail-oriented: computer programmer, accountant, banker, aerospace engineer, librarian, medical technician, financial analyst

C Influence-oriented: business owner, military officer, lawyer, salesperson, hotel manager, politician, school principal, human resources specialist

D People-oriented: teacher, doctor, advertising account executive, TV/radio/newspaper reporter, social worker, nurse, psychologist

E Arts-oriented: actor/actress, artist, musician, writer, fashion designer, architect, photographer, choreographer

F Research-oriented: scientist, police detective, medical researcher, psychiatrist, professor, mechanical/electrical engineer, market researcher, paralegal, forester

BEST COPY AVAILABLE

what are my strengths?

When you begin looking for your first job, the hardest question you will have to answer is likely to be, "So, what experience have you had?" This exercise will help you see that even if you haven't had a job, you still have many important skills and experiences that employers find valuable.

First identify what you enjoy, then fill in the skills that you use for those activities. Later, you might want to talk to family, friends, or teachers about your answers. They probably will be able to list some strengths you've never thought about.

1. My favorite things to do are:

a. _____

b. _____

c. _____

Skills I use: *(For example, if you like to play basketball, then you could be active, coordinated, competitive, and willing to work on a team.)*:

_____

_____

2. In school/after school I'm best at:

a. _____

b. _____

c. _____

d. _____

Skills I use:

_____

_____

3. Volunteer activities, jobs or other special experiences I've had, and clubs or organizations to which I've belonged:

a. _____

b. _____

c. _____

d. _____

Skills I use:

_____

_____

Tips for Learning About Interesting Job Opportunities

- Make a list of possible jobs related to your interests.
- Ask friends and family members about the types of jobs on your list. The people you know are probably your best source of information about job openings for which you would qualify.
- Check your local newspaper and cut out all the related help-wanted ads. (Compare the number of ads for each of the selected jobs.)
- Contact local volunteer agencies to see if they have programs related to your interests.
- Contact the school guidance counselor, local businesses, and unions to find out if there are any apprenticeship programs available related to your interests.

LIFE MAP

Introduction

Do you like to study maps? Many people do! Maps and globes help you see where different countries are located, where mountain ranges soar, and where rivers flow. They can help you learn about the resources and cultures of far-off places, and they can help you find your way around your own hometown.

Travelers and truck and cab drivers use road and street maps every day to tell them where they are going and where they have been. In this activity you will be drawing a Life Map that will help you understand where you have been and where you hope to go as you travel life's highways.

Directions

Think about important events in your life.

- When and where were you born?
- When and where did you start school?
- Where have you lived? Another city? State? Country?
- Do you have any brothers or sisters? When were they born?
- Have you had the mumps or chicken pox or broken your arm? When?

Some people map their lives in a *straight line*; others follow a *windy road*. Sometimes people head down a *dead end* and need to *backtrack*. Still others *picture* life like climbing a mountain or swimming a rough sea. Others may see life as a collage of symbols representing the significant points in their lives.

This is your life map. You can pick your own map symbols and draw it however you like. You can leave out or include any events you choose. **You will not need to share your map with anyone if you don't want to.**

If you need some ideas, see the sample Life Maps for Junior Achievement Business Hall of Fame laureates Ray Kroc and Madame C. J. Walker on page 8.

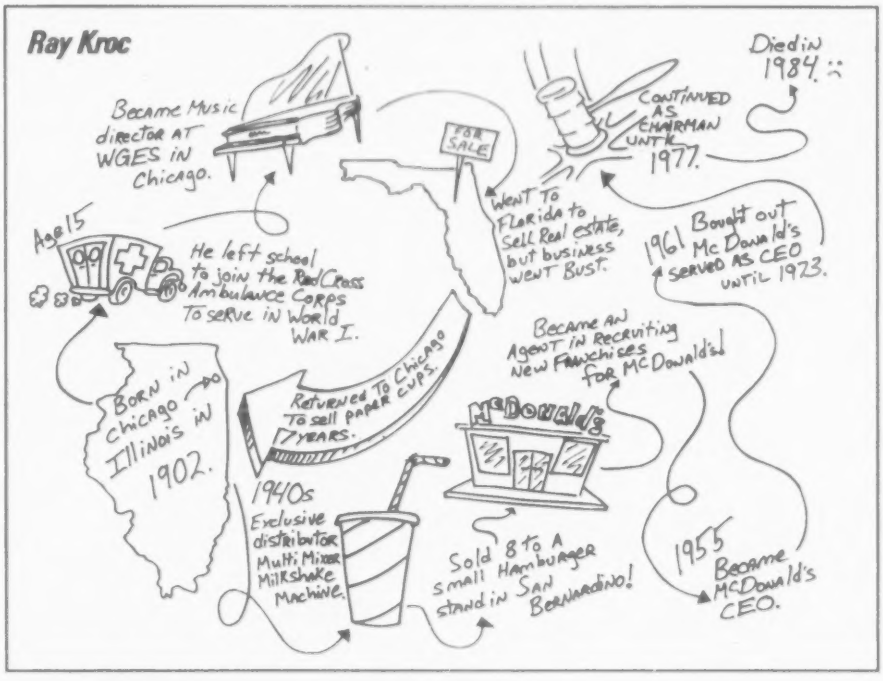
Ray Kroc, well-known as the long-time owner of McDonald's, started in business as a ribbon salesman.

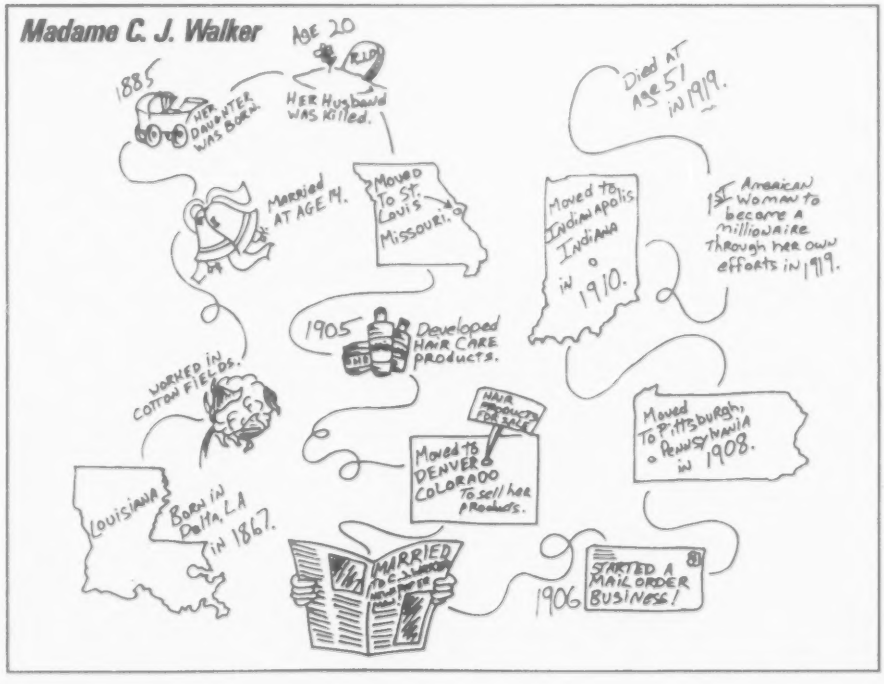
Madame C. J. Walker invented hair products for African Americans. She later became the first female self-made millionaire in the United States.

BEST COPY AVAILABLE

Bay
580
15 yrs
Alcatraz
Island
Bridge
10 yrs
Mission
Dolores
280
Cow Palace
101
5 yrs
S. F.
State Fish
&
Wildlife Refuge
280
Birth
92

sample life maps


Ray Kroc
Became Music director at WGES in Chicago.
FOR SALE
Died in 1984.
Continued as Chairman until 1977.
Age 15
He left school to join the Red Cross Ambulance Corps To serve in World War I.
Went To Florida to sell Real estate, but business went Bust.
1961 Bought out Mc Donald's & served as CEO until 1973.
Born in Chicago Illinois in 1902.
Returned To Chicago To sell PAPER CUPS. 7 YEARS.
Became an Agent in Recruiting New Franchises for McDonald's!
McDonald's
1940s Exclusive distributor Multi Mixer Milkshake Machine.
Sold 8 to a small Hamburger stand in San Bernardino!
1955 Became McDonald's CEO.


Madame C. J. Walker
Age 20
R.I.P.
1885
Her Daughter was born.
Her Husband was killed.
Died at Age 51 in 1919.
Married at age 14.
Moved To St. Louis Missouri.
Moved to Indianapolis Indiana in 1910.
1st American Woman to become a millionaire through her own efforts in 1919.
1905
Developed Hair Care products.
Worked in Cotton Fields.
Hair Products For Sale
Moved To Denver Colorado To sell her Products.
Moved To Pittsburgh Pennsylvania in 1908.
Louisiana
Born in Delta, LA in 1867.
Married
1906
Started a Mail Order Business!

page 8

career evaluations

Directions

Read a job description from Job Shuffle or from another source. See how much of the following information you can determine from its description. Then rate the job according to how well it suits your interests.

Job Title: _____

Circle the appropriate answers.

Education/training required:	high school	college/trade/technical	masters/doctorate
Potential income:	less than $20,000	$20,000 - $40,000	$40,000 or more
Personal fulfillment:	low	medium	high
stress level:	high	medium	low
Job security:	unstable	fairly stable	stable
Chance of advancement:	slow	medium	fast
Working conditions:	inferior	acceptable	superior

Other items you may consider important.

Physical demands:	strenuous	active	inactive
Leisure time:	little	some	much
Safety:	high risk	medium risk	low risk
Status:	low profile	medium profile	high profile
Other:			

Why did you rate the job this way? _____

Where can you get more information about this job? _____

Talents

Each Job Shuffle card lists numbers that match talents or personal skills described here. See if your interest in the job matches its talents.

1. Writing/speaking
2. Math
3. Hand skills
4. Research skills
5. Problem solving/creativity
6. Judgment
7. Teamwork
8. Polite
9. Outgoing
10. Strong
11. Patient
12. Organized
13. Take charge
14. Like details

BEST COPY AVAILABLE

what the future holds

Fastest-Growing Jobs

Home Health Aides
Systems Analysts and Computer Scientists
Personal and Home Care Aides
Medical Assistants
Human Services Workers
Radiologic Technologists and Technicians
Medical Secretaries
Psychologists
Travel Agents
Correction Officers
Flight Attendants
Computer Programmers

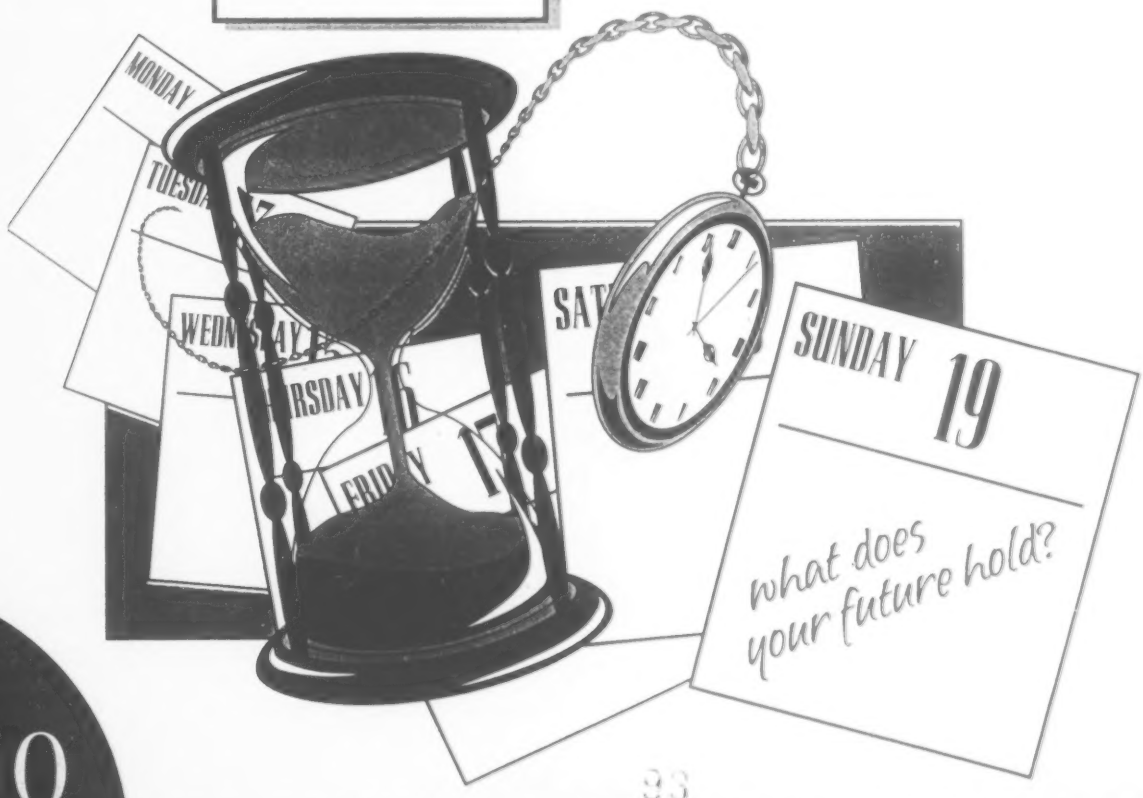
Fastest-Declining Jobs

Electrical and Electronic Equipment Assemblers
Child Care Workers, Private Household
Textile Draw-out and Winding Machine Operators
Telephone and Cable TV Line Installers and Repairers
Machine Tool Cutting Operators and Tenders
Cleaners and Servants, Private Household
Machine Forming Operators and Tenders
Switchboard Operators
Farmers
Sewing Machine Operators, Garment
Farm Workers
Typists and Word Processors

Source: *1994 Statistical Abstract of the United States*

The Effect of Education on Annual Earnings (Average)

High School	$21,241
Bachelor's	$34,385
Master's	$40,666
Ph.D.	$52,403



meeting your goals

Get ready. From now until your mid-20s you are going to hear, "So, what are you going to do with your life?" It's not that everyone expects you to know NOW. They just want you to think about, dream about, and plan for your future. And if you ask around, you'll discover your peers are asked the same questions.

Parents, other adults, and friends have high hopes for you. They don't want to see you close the door on any opportunity. They want to see you get a good education so you will have your choice of careers later.

"Whoa! I'm not ready to think about life *after* high school!" you might say. O.K., but is it too early to think about life *in* high school? How can you plan your high school years to make the most of them?

For example, below you'll read a list of the courses you need to graduate from high school, then what courses you need to get into two-year or four-year college programs. What you may not see are the things you do besides hard-core academics. Do they count? You bet! Many colleges and training programs ask you how you spend your time: elective courses (woodworking, drama, music), extracurricular activities (sports, band), community/church activities (scouting, youth groups, neighborhood clean-up/recycling projects), and even paid and volunteer work experience.

Feeling overwhelmed? Break each goal into steps that will take you where you want to go. And ask for help. You'll find people around you who will help you succeed, if you are willing to take the first step.

High School

Although school districts' graduation requirements vary, they all require some courses in English, science, social studies, mathematics, and maybe a foreign language to graduate you from high school. Ask your guidance counselor for a list of required courses.

Post-High School or Apprenticeship Training

On-the-job training is usually provided for entry-level positions. Such positions generally require a high school diploma. Skills you gain through courses you take or through paid or volunteer work you perform will help. Some trades like carpentry or plumbing offer apprenticeships. Such programs may be formal and may involve years of training for advancement.

Technical or Two-Year Colleges

Technical and two-year colleges typically admit anyone with a high school diploma. These schools are community-based; they often have strong ties with high schools, community groups, and employers. They often are less expensive than four-year colleges. They have special two-year degree programs like X–ray technician, computer–assisted drafting, bookkeeping, and licensed practical nurses. They also offer credits that will transfer to a four-year college, for those students who choose to go on.

Four-Year Colleges

College entrance requirements vary. Some colleges are more selective than others. Many like students with a variety of courses and school activities, including volunteer work, that demonstrate your leadership ability, maturity, and versatility. But all colleges like good grades. Most four-year colleges expect students to have taken at least these subjects:

English	4 years
Mathematics	3 years, including algebra I and II and geometry
Science	2 years, including lab courses
Social Studies	2 years (history, government, or economics)
Foreign Language	2-3 years of the same language

Of course, the more selective the college, the more your grade point average (GPA) will matter. Colleges also will look strongly at your Scholastic Aptitude Test (SAT) score or American College Testing (ACT) score.

Graduate and Professional Schools

For some careers, like medicine and law, you will need more than four years of college. But in other careers, like business and education, you can begin work before deciding to get a graduate degree.

College IS Affordable!

Although attending college may not be necessary for your current goals, it often broadens one's opportunities in many fields. And don't let the cost of going to college discourage you. Consider the financing options here:

- ▲ If you aren't saving for college, start saving now! Every dollar you save for college is one less that you will have to borrow.
- ▲ Apply for financial aid. The U.S. government offers aid for college tuition, from full scholarships to student loans.
- ▲ Apply for grants and scholarships. Depending on the course of study you choose, you will find many national, business, religious, fraternal, and community-based organizations that offer partial or full scholarships. Some grants and scholarships are based on good grades, some are based on need, and some consider both grades and need.
- ▲ Attend a two-year school first. They are less expensive, and the credits you earn will transfer to a four-year college.
- ▲ Join the ROTC or one of the armed forces. Depending on your commitment, you can receive partial to full tuition.
- ▲ It's never too late to further your education. If you decide to work for a few years, then go on to a trade school or college, you may find that your employer will help pay for it. More and more companies are offering tuition reimbursement programs for employees who want to further their education.

Looking Ahead

Use the information supplied here and any additional information you can gather from your consultant, teacher, or guidance counselor. Design a plan for the future, and dream BIG!

What careers or clusters am I interested in?

What required courses will I need in high school?

What elective courses or other activities are related to my career goals?

What type of post-high school training or education would I choose? What are its requirements?

What else could I do to work toward my goal?

What questions do I have about the career cluster I chose or the training/educational plan I am developing?

Who can answer my questions in the future?

LIFE MAP *part two*

Try to draw a map to your future.

- When will you get your driver's license?
- When will you complete high school?
- Do you plan to go to technical school or college? Where?
- Do you hope to travel?
- Do you want to own a home?
- Do you plan to live in this state or another?
- What career "path" are you interested in following? If you are not sure, draw several paths on your map.
- How much money do you hope to earn?

Remember, this is your map. You will not need to share it unless you choose to do so.

how to read classified ads

Directions

As you enter the job market, you will be competing with many other job seekers. Choose an ad for a job. Look for the following items, and write down how you match the requirements. Finally, determine what more you would need in order to qualify for the job.

Job Title: _____

Skills I Have for the Job: _____

_____

_____

_____

Training/Experience I Have for the Job: _____

_____

Education I Have for the Job: _____

_____

Personality Traits (Reliable, Friendly, etc.) I Have for the Job:

_____

_____

Age/Physical Requirements I Have for the Job: _____

_____

_____

Other Skills I Have for the Job: _____

_____

_____

Is there anything you're missing? Write below the skills, experience, or education you need to qualify for the job.

_____

_____

_____

_____

BEST COPY AVAILABLE

job application

Personal Information (Please print)

Last Name, First Name, Middle Name	Home Phone No.	Alternate Phone No.
Address (Street, City, State, Zip)		Social Security Number
Age (if under 18)	Referred by	
Are you able to provide upon employment proof of citizenship or a valid work permit by presenting a valid picture identity card, social security card, birth certificate and/or valid work authorization documentation? ❑ Yes ❑ No		Date Available for Work

General Information

Have you ever been convicted of a felony, including but not limited to robbery, embezzlement, forgery, perjury, tax evasion, etc.?
❑ No
❑ Yes, please explain:

Position Desired	Minimum Salary You Will Accept	❑ Full time ❑ Part Time ❑ Temporary

Special Skills

Typing WPM	❑ Word processing Specify:	❑ 10 Key ❑ Touch ❑ Sight	❑ Dictaphone	❑ Switchboard	❑ Computers: ❑ Data Entry ❑ Lotus 1 - 2 - 3

Others:

List trade or other organizations of which you are a member, including offices held. Exclude any labor or other organization that might indicate race, color, religion, sex, age, national origin, or ancestry of its members.

Education Information

School	Attended From	To	Name and Location	Major	Grade Average	Graduate	Degree
High School	Mo./Yr.	Mo./Yr.	Name City			❑ Yes ❑ No	
College	Mo./Yr.	Mo./Yr.	Name City			❑ Yes ❑ No	
Other	Mo./Yr.	Mo./Yr.	Name City			❑ Yes ❑ No	

Employment History

Employer	From To
Address (Street, City, State, Zip)	
Beg. Salary Ending Salary	Phone No. ❑ Full Time ❑ PartTime
Job Title Duties and Responsibilities	
Reason for Leaving	
Employer	From To
Address (Street, City, State, Zip)	
Beg. Salary Ending Salary	Phone No. ❑ Full Time ❑ PartTime
Job Title Duties and Responsibilities	
Reason for Leaving	

This application will be given every consideration, but its receipt does not imply that the applicant will be employed. I affirm that all the statements are true and that the information given is correct and complete. I understand that there is no expressed or implied contract of employment, and that if hired, I have been hired at the will of the employer and that my employment may be terminated, at will, at any time, and with or without my consent. By signing below, I am voluntarily submitting all information.

Signature _____ Date _____

sheila needs work

Directions

How many job opportunities can you find that Sheila overlooked? Circle them.

A notice appeared in art class: "A local art competition is being organized to recognize young talent. Complete details available at the art center. Deadline for submissions, August 15."

"Here's my chance!" a 15-year-old named Sheila said to herself when she saw it. She hurried home after school to plan an entry in the contest. But as she listed the canvas, paints, and other materials she would need to buy, she realized she didn't have the money.

"Uh-oh," she thought. "I've got to find a job to earn the money for my art supplies."

The next day Sheila was preoccupied about how and where she was going to find a job. She walked to school, so deep in thought that she didn't even notice her older brother on his way to work at the mall. As she passed Finders Keepers, a local temporary job agency, she bumped into her next door neighbor, a newspaper route manager, making her rounds. "Whoa!" she said to Sheila. "Watch where you're going!"

"I'm sorry," said Sheila. "I guess I've got some things on my mind."

Later, Sheila daydreamed during drama class . . . .

"Today, class, we have a guest from our local theatre group. He's going to talk about auditions. By the way, his group is holding auditions for *Chorus Line* and some parts pay!"

At lunch her friend Sonya handed her the daily news. "Here, Sheila," she said. "Read the paper. It'll take your mind off your troubles."

"Thanks, Sonya," Sheila said, handing back the classifieds and business sections. "But don't let me take your whole paper from you. I'll just look at the front page and sports." Then Sheila headed to gym class, where she hardly heard a thing her coach was saying. . . .

"Assistant Coach Raleigh is going to finish up with you today. I've got to get ready for a school board meeting tonight. School board members want to use the gym for a before-and after-school daycare program for the elementary school students, and they have to decide how to encourage older students' help with the program . . . ."

After school Sheila stopped at the grocery store on her way to her volunteers' meeting at the library. As she entered the store, a big gust of wind blew the ad notices off the bulletin board. "Sorry," she said to a man trying to post an ad for an afterschool errand runner. She paid for her soft drink and left.

She fretted all the way through her meeting . . . .

"Don't forget. Next Saturday is our carwash fund-raiser. And as an incentive, we'll let you keep $1 of each $5 wash if the driver tells us your name . . . ."

By the time Sheila got home that night, she was feeling anxious. "I don't know what I'm going to do, Dad," she said. "I really want to enter that competition, but where and how am I going to find a job to pay for my art supplies?"

"How about offering to clean a couple of the neighbors' houses?" suggested her father.

"Dad! You know I hate cleaning my room!" Sheila said. "I know, I could apply at the art store!"

"You're 15," said her father. "But there are places where you can bus tables."

"That's still cleaning," said Sheila. "What am I going to do?" she pleaded.

"I'm sure you'll think of something," said her father.

sample résumé

Be clean and neat.
Errors leave a poor impression, no matter how good the résumé.

Be organized.
Group like things together: education, experience, skills.

- List experience and education in chronological order, including dates.
- Include skills relevant to the position.

Be visually interesting.

- Leave white space.
- Use reasonable margins.
- Use bullets (•) with indents to highlight at a glance.
- Use easy-to-read type, but vary size and/or use bold on key sections. Try underlining subheads.
- Double space between paragraphs.

Be brief.
Two pages is the maximum.

Be descriptive.
Use "action" words: say "installed" instead of "did installations."

Be careful.
Say what you mean; use terms and titles that others will understand.

ABLE APPLICANT
#1 Entrepreneur Blvd.
Anywhere, OK 77777
(555) 555-5555

EDUCATION

Senior
Washington High School
Anywhere, OK

EXPERIENCE

- Shipping and Receiving Clerk
  Cleo's Furniture Shop, 6/94 - present
  Tracked and managed all incoming and outgoing inventory.
  Organized stock. Assisted with showroom layout.
  Phoned customers as regular follow-up.

- Volunteer
  American Cancer Society, 3/93 - 6/93
  Solicited contributions during annual fund drives.

- Sales Clerk
  101 Flavors, 6/92 - 7/93
  Provided customer service at front counter.
  Operated cash register.
  Balanced receipts daily.

ACTIVITIES

- Student Leadership Council, member
- Band, French horn

SKILLS

- Lotus 1-2-3
- 10-key
- NCR Electronic Cash Register
- 65 wpm typing

References Available Upon Request

Be complete.
Include awards you've received and focus on accomplishments. Be sure to include part-time and volunteer positions.

THIS PAGE INTENTIONALLY LEFT BLANK

wrong way

What Really Happened

Interviewer and applicant open with idle talk about the weather, finding the office, etc., like a normal interview.

Q: Well, let's get down to business. As you know from our ad in the paper, we at Delicious Foods have positions available in several areas of the store. Is there a particular area you'd be interested in?

A: Oh, I'll do anything you want.

Q: But would you prefer to work in, say, the deli as opposed to being a cashier or bagger?

A: Wow, you have a deli? That's neat! Yeah, something like that would be all right.

Q: Then you'd prefer to work in the deli?

A: Well, which job pays the most?

Q: All of our trainees begin at the same wage, so that isn't a concern . . .

A: (INTERRUPTING) Well, it concerns me!

Q: Yes, I suppose it does. Tell me, do you have any work experience?

A: Does a paper route count?

Q: Sure! Tell me about that.

A: (HESITATES) What do you want to know?

Q: When did you have your paper route?

A: In the morning.

Q: And how long did you have the route?

A: A month.

Q: I see. Did you enjoy delivering papers?

A: Well, I just couldn't get used to getting up every morning, especially the day after the football game. What with parties after the games, you know, it was just, you know, kind of hard getting out of bed the next morning.

Q: I guess that's understandable.

A: (INTERRUPTING) But then, I didn't get along too well with my boss, either. He was a real jerk, you know? Like, he'd call me to find out if I'd delivered my papers when people called to say their papers weren't there. He was just really unfair, you know?

Q: I see. Well, getting back to the grocery business. Tell me, are you good at math in school?

A: Not really. I just can't do all that stuff with fractions and algebra. I mean, who is ever gonna need to know all that stuff?

Q: Well, obviously we employ a lot of people who deal with money, and we hope they know a little about math.

A: (EMBARRASSED) Oh, sure, but money is different. I'm good with money.

Q: I see . . . Here at Delicious Foods we like to promote from within. In fact, four of our seven department managers started out as baggers more than 10 years ago. What kind of ambitions do you have?

A: Gee, all I want is a job now. How should I know what I want 10 years from now? I mean, that's a long time, you know?

Q: You also might be interested to know that we encourage our employees to continue their education. We offer special scheduling arrangements for students, and we have just introduced a college scholarship program for our employees.

A: I'm really just interested in a job for right now. I've never thought too much about college.

Q: That's about all I need to ask you. Is there anything else you would like to know or tell me before we finish?

A: Yeah. Do I get the job?

What Should Have Happened

(Notes)

tips for interviewing

Before the interview

- Complete the application in your own handwriting.
- Use your best penmanship. Neatness counts!
- Learn about the company in advance.
- Think about how you will fit into the job. List the skills you have to offer the company.
- Be prepared to ask any questions you might have. Write them down in advance and take along the list. Having good questions is a sign of your interest.
- Dress appropriately: neatness and cleanliness are very important.
- Be sure you are on time for the interview. Go alone.

At the interview

- Have confidence in yourself. Present yourself well. SMILE!
- Shake hands firmly. Say, "How do you do? I'm . . ."
- Be pleasant, and try to relax. Avoid nervous habits.
- Don't criticize a former employer.
- Maintain good posture.
- Think before you speak.
- Look at the interviewer when talking.
- Answer questions completely; do not give just "yes" or "no" answers.
- Show enthusiasm and interest in the job and company.
- Ask about career opportunities. If you want to get ahead, ask what should be done to qualify for additional responsibility in the future. Don't discuss salary and benefits first.
- Sell yourself. Don't discuss your weaknesses.
- Shake hands when leaving. Say, "Thank you for your time and consideration. I have enjoyed meeting you. I have enjoyed our discussion."

planning a personal budget

Jimmy T. Bartlett is a lucky 15-year-old. He gets $15 allowance each month for his personal expenses–school supplies, bus fare, entertainment, and other things he wants.

In addition to his allowance, Jimmy earns $15 a month tutoring, baby sitting, and recycling aluminum cans. Jimmy works hard; but he has trouble managing money.

Last week Jimmy earned $7.50 baby sitting. But he spent it at Arnold Schwarzenegger's latest action-adventure movie. So this week, allowance in hand, he is determined to put it in his savings account. Jimmy wants an awesome jacket–just like the ones his favorite basketball team wears. The jacket costs $75, but Jimmy only has $50 in his savings account.

Jimmy takes the bus to his bank. The bus costs 50 cents. On his way to the bank, Jimmy remembers he needs a new notebook for math class. He stops in the drugstore and buys a notebook with a cover he likes, even though it costs $3.50 and has twice as many pages as he needs. Continuing on his way to the bank, Jimmy smells burgers cooking at a fast food shop. Jimmy loves burgers! He can't resist and orders the deluxe jumbo burger with fries and a shake for $5.07.

On to the bank! But there at the newsstand is *Sports Life* with Dr. Zed's predictions for the basketball playoffs. Jimmy buys the magazine and a pack of bubble gum–$2.78–before he continues on his way to the bank.

At the bank, Jimmy proudly steps up to the teller. "I'm saving for a great new jacket, and I want to put my allowance in my savings account," he says. Then poor Jimmy reaches into his pocket and pulls out $3.15. "Where'd it go?" he says in disbelief. "I must have dropped my allowance money!" He retraces his steps searching for his money, hoping no one else has picked it up.

Directions: Do you think you can manage money better than Jimmy T. Bartlett? Use the form below to plan a monthly budget for Jimmy that he will follow for three months in order to buy his jacket.

TOTAL INCOME (Earnings + Allowance)		$
SAVINGS (Subtract from total income.)		- $
TOTAL AVAILABLE INCOME		$
EXPENSES		
Food	$	
School supplies	$	
Clothing	$	
Entertainment	$	
Bus/subway fares	$	
Gifts/charitable contributions	$	
Other	$	
	$	
TOTAL EXPENSES (Add all expenses and subtract from total available income.)		- $
SURPLUS (SHORTAGE)		$

monthly budget planning form

Directions

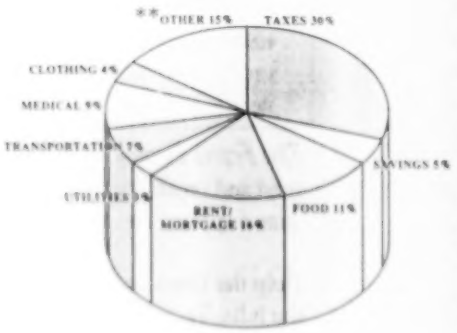
1. Enter your income.
2. Budget for necessary items first.
3. List luxury and discretionary items. Decide how to divide your remaining income among them.
4. Note expenses that can be eliminated or reduced if there are emergencies or unexpected expenses.
5. Review your budget to see if you can increase your savings, charitable contributions, or make better use of your income.

Group #

	Monthly Expense	TOTALS
Monthly Income (before taxes)		$_____
Taxes	$_____	
*Savings**	$_____	
Monthly Available Income		$_____
Monthly Living Expenses		
Food	$_____	
Rent/Mortgage $400 2 bedrooms/1 bath $500 2 bedrooms/2 baths $600 3 bedrooms/2baths/2 car garage $800 3 bedrooms/2 baths/2 car garage/family room $1000 4 bedrooms/2 baths/2 car garage/family room/game room	$_____	
Utilities (gas, electricity, water)	$_____	
Telephone	$_____	
Insurance	$_____	
Transportation (Both need transportation.) Car (car payment, gas/oil, car insurance) $200 Economy; seats 2; no A/C $400 Midsize; seats 4; no radio or other special features $550 Sports model with lots of zip $600 Full-size, full-featured, comfortable touring sedan $125 Use bus; have no car	$_____	
Miscellaneous Expenses		
Medical	$_____	
Clothing	$_____	
Charitable Contributions	$_____	
Recreation/Entertainment	$_____	
Other	$_____	
Total Expenses (Add all expenses and subtract from monthly available income.)		$_____
Surplus (Shortage)		$_____

* Notice that the budget plans early for savings. Is this the best way to ensure savings? Why or why not?

The following typical percentages may help you plan your expenses:



(** This category will include charitable contributions, recreation/entertainment, insurance, and anything else not specified.)

write checks right

Checks are a substitute for cash. They are written against the funds in a checking account. They often are used when paying bills, because one should never send cash through the mail. But there's an art to writing checks. The tips listed here will help you fill out checks correctly. Keep them in mind as you complete the activity below.

- ▲ Be sure you have enough money in your account to cover all the checks you write.
- ▲ Date the check the day you write it. Postdating it will not delay it from being subtracted from your account.
- ▲ Do not sign a blank or incomplete check.
- ▲ Do not erase an error on a check. Either write a new check (tear up the old one or write VOID on it) or correct the check and write your initials next to the error.
- ▲ Use a pen and complete all six parts of the check:

Date line:	Record the date that you write the check.
Payee line:	Record the name of the person or the business to whom the check is written.
Amount field:	Write the amount of the check in figures. Start at the far left of the box so no one can add a digit.
Dollars line:	Write the amount of the check in words and the cents as a fraction of 100. Draw a wavy line in the remaining space so no one can add more words.
Memo line:	Record what the payment is for.
Signature line:	Sign your name as it is printed on your checks. Do not sign a check until it is ready to be used.

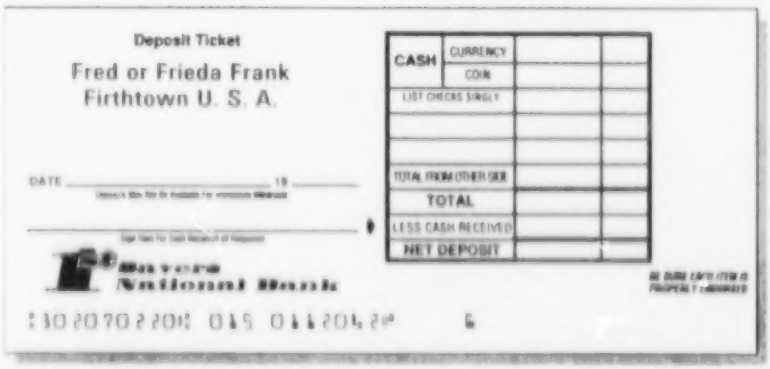
The Frank Family

Fred and Frieda Frank and family are frustrated. Even though the Franks' income is greater this year than last year, expenses are out of sight. Fred Frank frets, "I wonder if we'll have enough to pay this month's bills!"

Help the Frank family pay the bills. Their monthly income, less taxes, is:

Fred Frank's income $1,000
Frieda Frank's income $1,200

Fill out the deposit slip with today's date to put their income in the bank. Some banks issue duplicates of deposit slips for one's record; others issue receipts.


Deposit Ticket

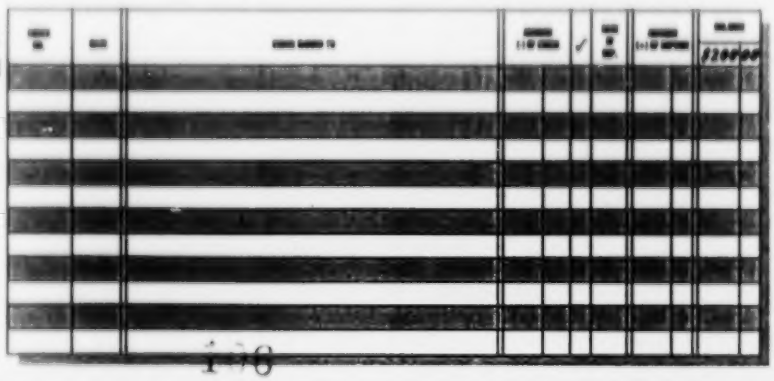
Fred or Frieda Frank
Firthtown U. S. A.

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

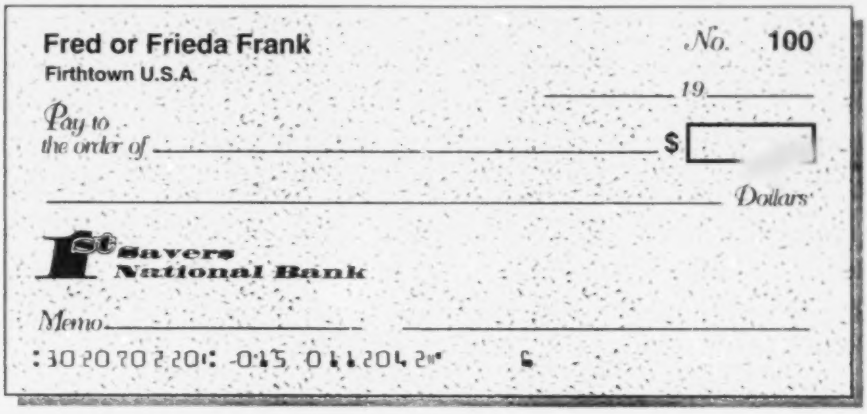
DATE _____ 19 _____

_____

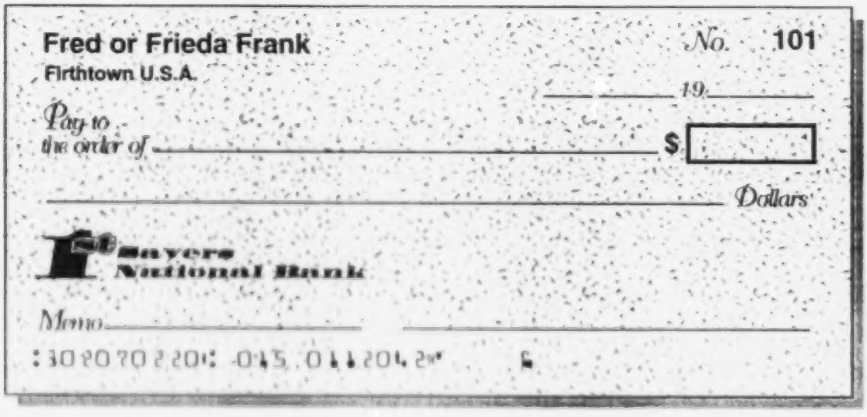
Enter Fred and Frieda's deposit in their check register, a record of all the deposits to and withdrawals from the Frank's checking account. Don't forget to calculate the balance or you may be writing checks on money you don't have!



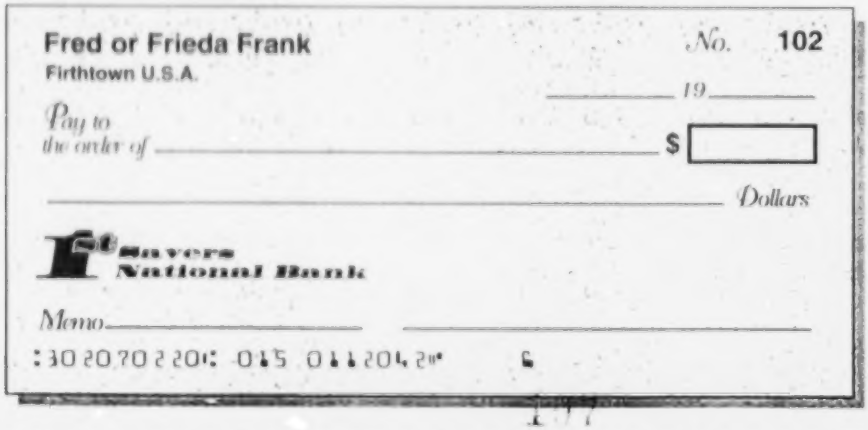
On Friday, Fred and Frieda sat down to pay the bills. Their first check was for $650 rent to Firthtown Flats. Write the check then record it in the check register and calculate how much money they have left in their account–the balance.



Their second check was a payment to Firthtown Fiat & Ford, $260. Remember to record the transaction in the check register, and calculate the balance!

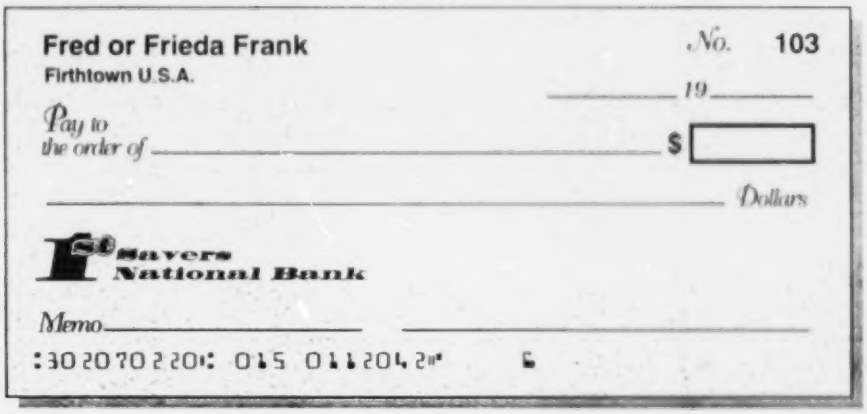


Their third check was to Firthtown Utilities, $128.83, for gas, water, and electricity.

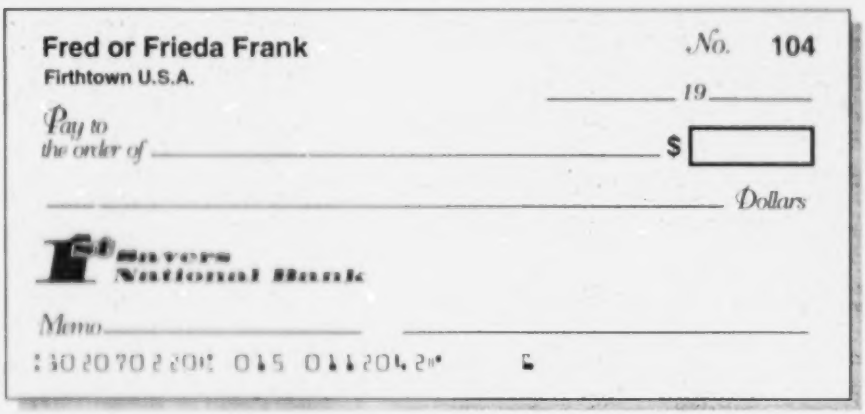


write checks right
continued

Their fourth check was for miscellaneous expenses to Firthtown's Fabulous Five, a one-stop shoppers' delight, totaling $395.67.


Fred or Frieda Frank
Firthtown U.S.A.
No. 103
_____ 19_____
Pay to the order of _____ $ [ ]
_____ Dollars
Savers National Bank
Memo_____
:30207022O: 015 011204 2"

Their fifth check would be spent at the grocery store, $650.00.


Fred or Frieda Frank
Firthtown U.S.A.
No. 104
_____ 19_____
Pay to the order of _____ $ [ ]
_____ Dollars
Savers National Bank
Memo_____
:30207022O: 015 011204 2"

Fred frowned as they wrote the last check to Food Fantasia. "Frieda!" he said. "Why are we spending $650 a month on food?"

"Well," said Frieda Frank. "We have a lot of mouths to feed. There's you, me, Felicia, Felipe, Fodor, Fredrica, Franklin, and Harry."

"Oh, well that explains a lot," said Fred Frank. Then he thought for a moment. "Frieda?" he asked, feeling foolish. "Who's Harry?"

What's left?

If you added and subtracted correctly, the check register should show a balance of $315.50. Where do you think the Frank family could cut its expenses?

a penny earned

You don't need an investment formula to enjoy the magic of compound interest. Look at these simple examples of how you can easily accumulate a substantial amount of money.

If you invest the money used to purchase your afternoon soft drink:
$.50 / day @ 5 days / week = $10.00 month

	10 yrs.	20 yrs.	30 yrs.	40 yrs.	50 yrs.	60 yrs.	70 yrs.
5%	$1,559	$4,127	$8,357	$15,323	$26,797	$45,695	$76,820
10%	$2,065	$7,656	$22,793	$63,767	$174,687	$474,952	$1,287,781

If you save a dollar each day:
$1 / day for 30 days = $30.00 month

Yrs.	5%	10%
10	$4,677	$6,195
20	$12,677	[illegible]
30	$25,381	$68,379
40	$45,969	[illegible]
50	$80,391	$524,061
60	$137,085	$1,424,856
70	$230,460	$3,863,340

BEST COPY AVAILABLE

personal savings/ investing fact sheet

You can watch your money grow when you invest. But you have many choices about how to invest your money. Many different types of savings and investment opportunities exist for those who want to watch their money grow. Each has its own advantages and disadvantages. Most of the problems posed on the next page can be solved using the opportunities shown here. See if you can figure out which options you would advise.

Type of Investment	*Advantages*	*Disadvantages*
[illegible] A government bond that can be purchased at most banks.	[illegible] taxed until bond is cashed.	[illegible] other investments. Must hold bonds for several years for full interest.
[illegible] for saving money.	[illegible] records of amounts saved, etc.	[illegible] lower than some other investments. Interest is taxed.
[illegible] of interest on the money you deposit.	[illegible] regular savings.	[illegible] of interest. Interest is taxed.
[illegible] debt.	[illegible] paid before stock dividends are paid.	[illegible] and down as interest rates in general change. You are not part owner of the corporation.
[illegible] A collection of securities.	[illegible] corporate stocks. Allows diversification.	[illegible] stock.

Investment Factors to Consider

- ▲ ***Safety:*** What are the chances that I will lose my money?
- ▲ ***Liquidity:*** How easily can I get my money when I need or want it?
- ▲ ***Yield:*** How much will I gain by investing my money? What percentage of the amount will I get in interest or dividends?
- ▲ ***Taxes:*** How will taxes affect my income?
- ▲ ***Control:*** How much control will I have over the way my money is used?
- ▲ ***Simplicity:*** Is it easy to understand the investment and how it works?
- ▲ ***Outside Factors:*** How will a stock market crash (or boom) affect my investment? How will a recession or depression affect it? Will inflation wipe out my gains? Will a change in the tax laws affect it?

BEST COPY AVAILABLE

savings/ investment problems

1. Jennifer wants to put $10,000 in the safest possible investments. She is willing to wait several years to get her money back, and she doesn't mind accepting a yield that is lower than some other investments. Where should she invest her money?

Advice:

2. Jack wants to begin saving for his baby daughter's college education. He can save $100 each month. He is willing to take some risks in order to earn as much as possible on his savings. How will you advise Jack?

Advice:

3. Debbie has $5,000 to invest. She wants to put half her money in a safe place, where she can get it with only a few day's wait. She wants to have her savings insured by an agency of the U.S. government. Debbie is willing to make a long-term investment with the other half of her money. What advice will you give Debbie?

Advice:

4. Ann would like to invest $10,000 in the securities of a corporation, but she does not want to take risks. She wants to be quite sure that she will get back the money she put into the investment, and she wants to receive steady payments. How should she invest her money?

Advice:

5. Ben feels that the stock of corporations are good investments. However, he does not want to take the risk of putting all of his savings into one company, or even two or three companies, and he does not have time to study corporations' annual reports and records. What will you advise Ben to do with his monthly savings of $200?

Advice:

6. Ms. Ellis is willing to commit her money for six months or one year. She wants it to be covered by U.S. government deposit insurance, but she is not willing to accept the lowest rate of interest that banks pay on savings deposits. In what should she invest?

Advice:

sample ads

Background: Sound of someone tuning a radio dial.

Announcer: So you were a few minutes late coming home from school. So what?

Background: Same sound of tuning a radio.

Announcer: So you left early from your great Uncle Herbert's 90th bithday party. So what?

Background: Same radio tuning sound.

Announcer: So you don't like broccoli. Neither did George Bush. So what?

Background: Radio finally comes into tune with tagline.

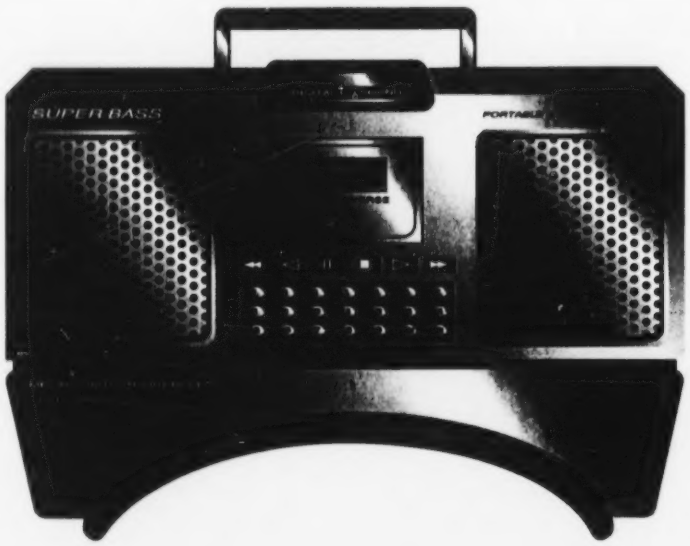
Tagline: MegaSound – When you want to be heard, not seen.

Background: Back to sound of someone tuning a radio.

MEGA

Even your little brother seems cool!

MEGA
(SOUND)



THE MEGASOUND SYSTEM IS THE BEST PORTABLE SOUND SYSTEM ON THE MARKET TODAY. WEIGHING JUST 2.4 KILOGRAMS (5.3 POUNDS) AND MEASURING 16 X 16 X 44 CENTIMETERS (6.3 X 6.3 X 17.3 INCHES), MEGASOUND GIVES YOU 2,500 MEGAHERTZ PER CENTIMETER COMPARED TO ONLY 1,500 FROM COMPETING BRANDS OF COMPARABLE SIZE.

CD PLAYER, TAPE DECK, DETACHABLE MICROPHONE, 1.2-METER ANTENNA (4 FEET), AND BASS BOOSTER ARE STANDARD. ALSO, PATENTED SHOULDER-REST DESIGN AVAILABLE ONLY ON MEGASOUND EQUIPMENT. PACKAGED IN LIGHTWEIGHT, STATE-OF-THE-ART BLACK PLASTIC, THIS SYSTEM IS GUARANTEED TO WITHSTAND THE ELEMENTS.*

(*MANUFACTURER RESERVES THE RIGHT TO DEFINE ELEMENTS UNDER NORMAL CONDITIONS.)

MEGA (SOUND)

analyzing advertising

After you review the advertisements on the previous two pages, analyze the information you gained from each ad by answering these questions. Note how different types of advertisements use different techniques. Do any of them give you all of the information you need to make a wise buying decision?

TYPICAL ADVERTISING TECHNIQUES

Slogans — Catchy phrases or jingles are used to help you remember the product or service.
Emotional Appeals — Images or phrases are used to encourage listeners and readers to identify with the product or service.
Rational Appeals — Information is given to persuade listeners or readers that this product or service is the best offered.

Advertising Media	What product is the advertisement selling? Can you tell? Is it selling an image or "experience"?	Which technique or combination of them is the advertisement using?	Do you like the advertisement? Why or why not?	Does the advertisement tell you about the quality of the product? Does it tell you about the features of the product?	Does the ad give you warranty information?	Does the ad give you pricing information? Is it on sale?	Does the advertisement tell you where you can purchase the product?	What additional information do you need before deciding to purchase this product? Where can you find it? Who could you talk to?
				❑ yes ❑ no	❑ yes ❑ no	❑ yes ❑ no	❑ yes ❑ no	
				❑ yes ❑ no	❑ yes ❑ no	❑ yes ❑ no	❑ yes ❑ no	
				❑ yes ❑ no	❑ yes ❑ no	❑ yes ❑ no	❑ yes ❑ no	

making a good buy

Product _____

Am I looking for any particular brand name? _____

What features am I looking for? List them: _____

_____

What stores are selling it? For how much? List store names and prices: _____

_____

Can I negotiate the price? _____

What is the quality like? Will the product last? Or is there another brand with similar or better quality and a better price? _____

_____

Can I find a used one? Where? For how much? Can I negotiate price? List locations and prices:

_____

_____

_____

What sources of consumer information have I consulted before making this decision? Are they reliable?

_____

Who recommends this product? Is that person reliable? _____

Final decision (include store name, product brand, price, and any other reasons to justify your decision):

_____

Cent Savers

If you can't use it or don't need it, it's not a bargain!

- ▲ Plan your purchases
- ▲ Make a list
- ▲ Shop and compare prices
- ▲ Watch for sales
- ▲ Negotiate price, if possible
- ▲ Check ads
- ▲ Look for quality
- ▲ Consider warranties/repairs
- ▲ Postpone replacement
- ▲ Buy in volume
- ▲ Consider used vs. new
- ▲ Look for recyclables

three cs
credit rating form

Loaning people money is risky business. That's why those in the business of lending money (e.g., loan officers) rate loan applicants according to risk. Depending on the amount of money borrowed, loan officers may get credit reports, call employers, and perform background checks to determine if the applicant can be relied on to pay back the money borrowed.

Your teacher or consultant has given you a situation card. Pretend you are the loan "officer." Use the following grid to determine if your loan applicant is worth the risk.

Name of borrower: _____

Amount requested: $ _____ Length of loan: _____

Purpose of loan: _____

_____

	Positive Factors	*Negative Factors*
Character Rating Consider the borrower's reputation for such things as honesty, responsibility, good conduct, hard work, and stability.		
Capacity Rating Consider the borrower's ability to repay, based on such things as his or her source of income, current job, potential for earning future income, and savings.		
Capital Rating Consider the borrower's assets—things of value—such as a house, land, cars, jewelry, and stocks and bonds.		

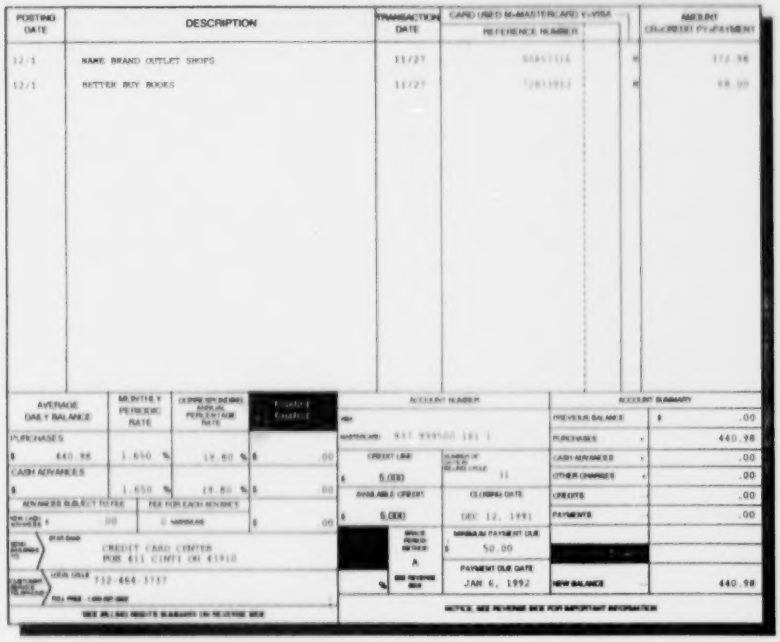
Are there any factors that seem to outweigh all others in importance? What are they?

_____

_____

Will you grant the loan? (circle one) Yes No

calculating credit



POSTING DATE	DESCRIPTION	TRANSACTION DATE	REFERENCE NUMBER	AMOUNT
12/1	NAME BRAND OUTLET SHOPS	11/27		
12/1	BETTER BUY BOOKS	11/27		

AVERAGE DAILY BALANCE	MONTHLY PERIODIC RATE	ANNUAL PERCENTAGE RATE	FINANCE CHARGE
PURCHASES			
$ 440.98	1.650 %	19.80 %	$ .00
CASH ADVANCES			
$	1.650 %	19.80 %	$ .00
ADVANCES SUBJECT TO FEE	FEE FOR EACH ADVANCE		
$ .00	$ 0.00 MINIMUM		$ .00

CREDIT CARD CENTER
POB 411 CINTI OH 43910

LOCAL CALLS 712-464-1717

ACCOUNT NUMBER

CREDIT LINE $ 5,000

AVAILABLE CREDIT $ 5,000

CLOSING DATE DEC 12, 1991

MINIMUM PAYMENT DUE $ 50.00

PAYMENT DUE DATE JAN 6, 1992

ACCOUNT SUMMARY	
PREVIOUS BALANCE	$ .00
PURCHASES +	440.98
CASH ADVANCES +	.00
OTHER CHARGES +	.00
CREDITS -	.00
PAYMENTS -	.00
NEW BALANCE =	440.98

Credit Tips

- If you know you will have a monthly balance to pay, shop for a low interest rate. Know how much you can afford to pay each month and don't exceed it.
- If you plan to pay a credit card balance when you get the bill, get a card with a low or no annual fee.
- Don't co-sign on another's credit application unless you can afford to pay the bills.
- Make sure you understand the terms of the credit before you accept them.
- Don't buy on credit what you cannot afford. A poor credit rating can hurt your chance of obtaining credit in the future.

Look closely at the credit card bill.

1. What is the annual rate of interest being charged? _____%
   How much interest do banks pay you for your savings? _____%
   Are the rates similar?

2. How much did the consumer spend on credit? _____

3. How much interest (finance charge) does the consumer owe this month? __

4. What is the minimum payment required? $ _____
   What will happen to the finance charge if the consumer pays only the minimum?

5. If you pay $240.98 this month, and don't charge anything more next month, how much will you owe on your next bill (balance x monthly periodic rate)? _____

6. How much interest will you have paid? _____

credit application

Purpose/Type of loan _____

Amount requested _____ Collateral offered _____

Applicant

Last name _____ First name _____ M.I. _____

Address _____ City _____ State _____ Zip _____

How long at this address _____ Date of birth _____ Social security no. _____

Employment History

Present employer _____

Address _____ Phone no. _____

How long _____ Salary _____ Position _____

Previous employer _____

Address _____ Phone no. _____

How long _____ Salary _____ Position _____

Other Income

Bonus/Commission _____ Interest/Dividends _____ Other _____

Monthly income _____ Monthly expenses _____

References

Relative _____ Address _____ Phone no. _____

Personal _____ Address _____ Phone no. _____

Professional _____ Address _____ Phone no. _____

Credit References

Bank (checking/savings) _____

Stores _____

Major credit cards _____

Everything that I have stated in this application is correct to the best of my knowledge. I understand that you will retain this application whether or not it is approved. I authorize the bank to check my credit and employment history and to answer future questions about its credit experience with me.

Applicant's Signature _____ **Date** _____

This firm does not discriminate on the basis of gender, race, age, religion, etc.

glossary of terms

bond: Certificate representing a long-term debt of a government or corporation.

budget: Plan for saving and spending income. A budget is balanced when expenditures exactly equal income.

career: A field of work.

certificates of deposit (CDs): Certificates issued by savings institutions and banks. CDs guarantee the repayment of a sum of money at a fixed rate of interest and at a specified date.

common stock: Most basic form of stock ownership. The holder of common stock has a right to a share of the company's earnings, a voice in management, a claim on assets, and permanent ownership.

consumer: User of goods or services.

credit: The ability to purchase goods or services now in exchange for a promise to pay later.

dividend: That part of corporate profits distributed to stockholders.

economics: The study of how people allocate limited resources to satisfy needs and wants.

entrepreneur: Person who creates a business in the hope of earning a profit.

expenses: Costs.

Federal Reserve System: The nation's central banking system.

goods: Items of value that are tangible (capable of being seen or touched).

income: Earnings.

interest: Payment for the use of someone else's money. Usually expressed as an annual rate in terms of a percent of the principal (amount loaned).

interview: A face to face meeting to get or give job information.

investment: In economics, spending for new capital, such as factories and machines. In general usage, investment refers to savings that are set aside to earn money.

job: A position in a business.

job application: A form to be filled out when requesting a job.

maturity: The date when the amount loaned to the issuer is to be paid.

money: Anything generally accepted in payment for goods and services. A medium of exchange.

mortgage: Long-term loan, usually used to finance a building.

mutual fund: An investment that minimizes risk by pooling bonds, stocks, or other securities from a variety of sources.

net worth: Difference between the assets and liabilities of a firm or individual.

opportunity costs: The cost of something expressed in terms of what had to be given up in order to obtain it.

passbook savings account: Savings account from which funds can easily be withdrawn.

preferred stock: Stock also representing ownership of a company. If the corporation were to close down, the owner of preferred stock would receive his or her share before the owner of common stock.

profit: A company's earnings after it has paid all expenses.

purchasing power: Value of money measured in terms of what one can buy with it.

reference: A person who can tell an employer about a job applicant.

rent: In economics, payment for the use of land.

résumé: A written summary of an individual's job-related qualifications.

savings: Unspent income.

scarcity: Condition created by the excess of human wants over the resources necessary to satisfy them.

securities: Commonly refers to stocks and bonds.

services: Work done that has value, such as the work of lawyers, doctors, actors, etc.

standard of living: A quality of life people enjoy based on the kind and quantity of material goods they own.

stock: Certificate representing part ownership of a corporation.

tax: Compulsory payment to government.

wages: Payment for the use of labor.

warranty: A seller's statement about a product's quality that makes the seller liable if the product is defective.

wealth: The total value of the things one owns.

yield: The return on an investment expressed as a percent.

Junior Achievement

Personal Economics Survey

To assist us in improving future editions of Personal Economics, please complete both sides of this form and return it to Junior Achievement Inc. Also, please return other materials, like the Guide for Consultants and Teachers, on which you may have made notes that would help us with our revisions. Thank you.

❑	Teacher	Grade Level of Students _____
❑	Consultant	No. of Consultant Visits _____

❑ Please check here if this is your first experience with Junior Achievement.

Materials (Please rate the quality of the materials in your kit.)

The materials were durable.	❑ Yes	❑ No
The materials helped you conduct the activities.	❑ Yes	❑ No
Suggestions in the activities for other materials were appropriate and helpful.	❑ Yes	❑ No
Other materials were needed and should be provided.	❑ Yes	❑ No

General comments about the materials: _____

Program Content and Instruction (Please rate the overall effectiveness of the curriculum.)

The activity plans were easy to read and understand.	❑ Yes	❑ No
The activity concepts were appropriate for the students.	❑ Yes	❑ No
The students understood the concepts and content presented.	❑ Yes	❑ No
The activities stimulated active participation by the students.	❑ Yes	❑ No
The vocabulary was appropriate and clear.	❑ Yes	❑ No
The activities were hands-on and varied.	❑ Yes	❑ No
The activities encouraged the students to be creative and imaginative.	❑ Yes	❑ No
Group activities were effective.	❑ Yes	❑ No
The activities were free of stereotyping or bias.	❑ Yes	❑ No

General comments about the curriculum: _____

Junior Achievement Inc.
One Education Way
Colorado Springs, CO 80906

© 1995 Junior Achievement Inc. MG413-95

Activity Plans (Comment on as many activities as you can. Please be as specific as possible.)

What Worked	What Didn't Work
1. First Impressions	
2. What Are My Strengths?	
3. Job Shuffle	
4. Keys to My Success	
5. Getting Your Foot in the Door	
6. Stepping Inside	
7. Personal Budgeting	
8. Family Finances	
9. Setting Financial Goals	
10. Spending Wisely	
11. Using Credit Wisely	
12. Putting It Together	

Certificate of Achievement

_____
Student Name

of

_____
School Name

has successfully completed

PERSONAL ECONOMICS

_____ _____
Consultant Teacher

_____
Date

Junior Achievement

123

124